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AUTHOR Gregg, Gloria A.
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ABSTRACT

This study, conducted by the Center for Community-School Development and Testing Services at Montana State University, had two purposes: (1) to gather information from parents of school-age children and school personnel, particularly teachers, to determine their perceptions about the status of and the need for parental involvement in the education of children in Montana; and (2) to utilize the results of the study to develop a set of recommendations for various state and local policy makers that would strengthen, increase, and support parent and community involvement in the education of school-age children. Three groups participated in the study: a group of 1,000 parents of school-age children, a group of 750 classroom teachers, and a group of 250 school administrators and board members. Participants completed a questionnaire adapted from questionnaires developed by the Johns Hopkins University Center on Families, Communities, Schools and Children's Learning. The extensive findings were divided into four sections: (1) respondents' opinions about parent involvement; (2) data about existing and desired levels of parent involvement; (3) training and barriers; and (4) similarities and differences between various groups of respondents. Generally, parents and teachers agreed that the family-school relationship could be improved. (Appendices contain permission and cover letters, questionnaires, and data tables for questionnaire results.) (EV)

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ED 416 997

A STUDY OF PARENT INVOLVEMENT IN MONTANA PUBLIC SCHOOLS

A Work in Progress

Conducted by:

The Center for Community-School Development and Testing Services

College of Education, Health and Human Development
Montana State University

Gloria A. Gregg, Director

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INTRODUCTION

In the fall of 1993, the Center for Community-School Development and Testing Services (Here after referred to as the Center.) at Montana State University was funded to conduct a study titled **Parent Involvement in Montana Public Schools.** Funding for this study was through the Field Initiated Studies program of the Office of Education Research and Improvement, U.S. Department of Education.

As originally conceived, the purpose of the study was twofold. The first purpose was to gather information from parents of school-aged children and school personnel, particularly teachers, to determine their perceptions about the status of and the need for parental involvement in the education of their children in the State of Montana. The second purpose was to utilize the results of the study to develop a set of recommendations for various state and local policy makers that would strengthen, increase and support parent and community involvement in the education of school-aged children. While some minor changes were made as the study progressed, both purposes were ultimately accomplished.

The principal investigator for the study was Dr. Gloria A. Gregg, Director of the Center. She was assisted by a research advisory team and a graduate research assistant. Members of the research advisory team were:

Dr. Randy Hitz, Dean
College of Education, Health and Human Development

Dr. Larry Baker, Administrative Assistant to the Dean
College of Education, Health and Human Development

Dr. Ann DeOnis, Assistant Professor
The Department of Education

Dr. Sandy Osborne, Associate Professor
The Department of Health and Human Development

Drs. Hitz, DeOnis and Osborne all have backgrounds in early childhood and an interest in the role parents play in educating their children. Dr. Baker has considerable experience and expertise in data management and analysis. The role of the advisory research team was to provide ideas at various stages as the study progressed and to help facilitate the meeting which developed recommendations for action for various state and local policy makers that would strengthen, increase and support parent involvement.

The graduate research assistant for the project was Cheryl Johannes. Cheryl was a former classroom teacher and elementary principal before becoming a full-time graduate student in the doctoral program in school administration at Montana State University. Her role was to help facilitate mailing the questionnaires, monitoring returns, entering all data and helping organize the meeting to develop recommendations for action.

RATIONALE FOR THE STUDY

Over the past several years, the role of parents in the education of their children has taken on a heightened status due in part to the school effectiveness movement, site-based management in some schools, and the issue of choice related to the school that a school-aged young person would attend. Additional impetus has been provided through the passage in 1994 of the **Goals 2000: Educate America Act** that has eight goals, one of which speaks specifically to "schools promoting partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of

children" (The National PTA, **The Next Step is Yours**. Chicago, ILL: National PTA Headquarters). The Montana Goals 2000 panel has also recently adopted nine goals for the state one of which focuses on parent involvement.

There has also been considerable research over the past several years that demonstrates the positive impacts parent involvement can have on the achievement of children in school (Benson, C.; Buckley, S. and Elliott, A., 1980; and Walberg, H.; Bolè, R.; and Waxman, H., 1980). The work by Epstein (1987) indicates that there are positive, significant changes in reading achievement from fall to spring in those classrooms where teachers are leaders in terms of involving parents.

An extensive review of the literature by Becher (1984) led her to conclude that "there are several key family process variables, or ways of behaving, that are clearly related to student achievement. Children with high achievement scores have parents with high expectations for them, who respond to and interact with them frequently, and who see themselves as teachers of their children." Becher continues her conclusions by stating that "parent education programs, particularly those training low-income parents to work with their children, are effective in improving how well children use language skills, perform on tests, and behave in school."

In Montana, the newly adopted school accreditation standards clearly require schools to involve parents and other community members in the education process. These standards, developed as a result of a statewide project titled **Project Excellence, Designing Education for the Next Century** and adopted in 1989, set the stage for the need for parent and community involvement. "The Montana public school is a positive

partnership of school trustees, staff, students, parents, and the community. Its central purpose is the intellectual development of its students." Two specific standards speak directly to this involvement.

> Rule 10.55.603 Curriculum Development and Assessment, 2(a): Establish curriculum and assessment development processes as a cooperative effort of personnel certified in the program area, trustees, administrators, other teachers, students, specialist, parents, community and, when appropriate, state resource people.
>
> Rule 10.55.801 School Climate, (i): Encourage the active involvement of parents in their children's education and in their schools and (j): Provide opportunities for parents, educators, and members of the community to take active roles in developing and reviewing educational goals.

In the past, organized efforts to involve parents and other community members in Montana schools have been limited to more traditional activities such as PTA groups, school volunteer programs, occasional use of advisory groups and those federally funded programs (Head Start, Chapter I etc.) where some type of involvement was required. More recently, two districts have received Even Start grants which require strong parent involvement components. In the spring of 1995, the Montana Parent, Teacher, Student Association sponsored a series of six parent involvement conferences. The purpose was twofold: to help increase awareness of the need to get parents involved and to discuss what makes parent involvement work.

As a rural state, Montana provided a unique laboratory in which to study parent involvement. Montana's 147,000 square miles make it the fourth largest state geographically. The state could easily encompass all of the states of New York, New Jersey, Pennsylvania and Ohio where the population would total about 48 million in

comparison to Montana's 822,000 (1992 Census Update). Another view of the rural nature of Montana is to consider that 47 of the 56 counties have less than six people per square mile. Counties of this size are often referred to as the American frontier. With no community having a population of 100,000, at least 47% have a population under 2,500. As a result, many of Montana's 546 school districts are very small and many communities still operate one, two or three room schools.

RESEARCH DESIGN AND METHODOLOGY

Purpose of the Study

The overall purpose of this study was twofold:

1. To conduct a study of parents of school-aged children and school personnel, particularly classroom teachers, to determine their perceptions about the status of and the need for parental involvement in the education of their children in the state of Montana

2. To utilize the results of this study plus other appropriate research and information from the literature to develop a set of recommendations for various state and local level policy makers that would strengthen, increase and support parent and community involvement in the education of school-aged children

To accomplish purpose one of the study, a set of questions was postulated:

1. To what extent and how **are** parents of school-aged children involved in the education of their children, both in and out of the school setting?

2. To what extent and how **would** parents of school-aged children **like to be involved** in the education of their children, both in and out of the school setting?

3. To what extent and how do school personnel, particularly classroom teachers, **currently** involve parents in the education of their children, both in and out of the school setting?

4. To what extent and how **would** school personnel, particularly classroom teachers, **like** parents to be involved in the education of their children, both

in and out of the school setting?

5. What are the differences in perceptions between parents and school personnel, particularly classroom teachers, in terms of the **existing** level and types of parent involvement?

6. What are the differences in perceptions between parents and school personnel, particularly classroom teachers, in terms of how much and what type of parent involvement they **would like** to have?

7. Does the size of the school district impact the existing or desired amount and type of parent involvement?

8. Does the income level and educational background of the parent(s) impact the existing and desired amount and type of parent involvement?

9. Does the grade level taught by teachers impact the existing and desired amount and type of parent involvement?

10. Does the position held by the school administrator impact the existing and desired amount and type of parent involvement?

11. What formal preparation have school personnel, particularly teachers, had relative to involving parents?

12. What formal assistance have parents received from the local school or other sources that would assist them in being more effectively involved in the education of their school-aged children, both in and out of the school setting?

13. What **are** the perceptions of parents of the barriers to becoming more effectively involved in the education of their children?

14. What **are** the perceptions of school personnel, particularly teachers, of the barriers to more effectively involving parents in the education of their children?

The results related to the second purpose of the study, developing a set of recommendations for action, are discussed in a separate document. It is however, important to note that preliminary data collected to accomplish the first purpose was an integral part of developing these recommendations.

Research Design

The research design was a form of descriptive survey research. "The method of research that simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees is called the descriptive survey . . . The basic assumption underlying such an approach is that given phenomena usually follow a common pattern, or norm" (Leedy, P., 1980).

Dillman's total design method (TDM) was used as a guideline for conducting all aspects of the study. In particular, use of the TDM was intended to help insure that the response rate would be adequate. "The TDM consists of two parts. The first is to identify each aspect of the survey process that may affect either the quality or quantity of response and to share each of them in such a way that the best possible responses are obtained. The second is to organize the survey efforts so that the design intentions are carried out in complete detail" (Dillman, 1978).

Population and Sample

Three groups of individuals were selected to participate in this study. The first was a group of 1,000 parents of school-aged children; the second, a group of 750 classroom teachers; and the third, a group of 250 school administrators and board members.

While the original research proposal did not include school board members, the group was included at the recommendation of the research advisory team. This group suggested that the sample size for school administrators be reduced to 200 and a sample of 50 school board members be included.

For the parents, a mailing list of 1,000 names was purchased from Donnelley

Marketing, Inc. This company was asked to produce a list that would be a proportional representation of households with school-aged children. Selection of names was based on the 1993-94 total public school enrollment in various geographic sections of the state. During 1993-94, a total of 159,768 students was enrolled statewide. Of these, 44,608 (28%) were in high school and 115,152 (72%) were in elementary school. To facilitate selection of the sample, it was necessary to establish parameters for the ages at the two levels. For the purposes of this study, high school ages were established as 14 - 18 and elementary and middle school as ages 5 - 13. The list was also to have at least 20 percent of the names representing low-income families. The decision to use 20 percent was based on the fact that 20 percent of Montana children under the age of 18 live in poverty according to federal guidelines. Table 1 provides the break downs for the parent list.

Table 1: Break Downs for Parent Mailing List

	Eastern Montana	Western Montana
Total 1993-94 School Enrollment	57,542	98,227
Total Households in Sample	370	630
Total Households with High School Age Children	104	176
Total Households with Elementary School Age Children	266	454
Number of Households Below the Poverty Level	74	126

Mailing lists for teachers were not available because of confidentiality issues so the sample of 750 teachers was selected in collaboration with the Montana Education Association (MEA) which agreed to help us with this portion of the study. The role of MEA was to select the sample according to the guidelines given to them and to mail

both the first packet and the follow-up post card to the sample.

The membership of MEA at the time the study was conducted was 8,073. Based on the numbers who teach at various levels, 505 were randomly selected to represent elementary/middle school teachers and 245 to represent high school teachers. It was also requested that the sample represent the state geographically.

For school administrators, the mailing list of the School Administrators of Montana (SAM) was used to select the 200 participants. This list included all elementary, middle school and high school principals plus all superintendents who were members of SAM at the time. Prior to selecting the sample, any names of retired school administrators, higher education or agency personnel, and associate members were removed. The associate member category is used by individuals who aspire to be an administrator but do not yet hold such a position. Selection of administrators for the sample was done using a computer generated set of random numbers. The 200 were selected from a list of 642. Once the sample was selected, it was reviewed to determine if it was geographically representative of various parts of the state and included individuals filling all of the above administrative positions.

The sample of 50 school board members was selected from the 366 individuals identified as chairpersons on the membership list of the Montana School Boards Association. A set of random numbers generated by computer was also used to select this sample.

The largest minority population in Montana is Native American. According to the 1990 Census, this group makes up 5.9 percent of the total population. All other minority

groups combined make up less than 2 percent. In order to have this important group represented in the three study populations, every effort was made to have Native American representatives included.

Instrumentation

The Johns Hopkins University Center on Families, Communities, Schools and Children's Learning has developed a series of questionnaires for teachers, parents and students that can be used to assess ways that schools and families can assist each other. While these questionnaires were originally developed for use in the Baltimore Public Schools, they have the potential to be adapted for use in other situations. A letter from Joyce Epstein, Co-Director and Principal Research Scientist from the Center on Families, Communities, Schools and Children's Learning, giving permission to use the questionnaires is included in Appendix A.

This study did not use the questionnaire designed for high school students but did use those designed for parents and teachers at the elementary, middle school and the high school levels. The teacher questionnaires could also be used for school administrators.

The parent questionnaires included sections on how the parent feels about the schools, how and to what extent the parent gets involved at school and at home, how well the school communicates with parents, and how the schools help the parent get involved. The teacher questionnaires focused on the importance of parent involvement, communications between school and parents, how volunteers are used, types and extent of parent involvement including activities parents might do at home, responsibilities of

parents and support for parent involvement. All questionnaires have sections requesting information on selected demographic and socioeconomic variables and include several open-ended questions.

Based on the recommendations of the project's research advisory team, a few minor modifications were made in the original questionnaires. Most of the changes related to adding or deleting demographic questions or to clarifying terminology to more appropriately fit the groups for which the questionnaires were intended. One change made in all questionnaires was to add the category Native American as a response choice for the question: How do you describe yourself? On the parent questionnaires, a screening question was added at the beginning in order to verify if the individual receiving the questionnaire had children in the designated age category. If not, the directions were to return the questionnaire without answering the various sections. None of these modifications altered the content of the statements on the questionnaire or changed what the questionnaires were intended to measure. Copies of each questionnaire can be found in Appendix B.

Data Collection Procedures

Using the TDM process, a packet was prepared and sent to each potential respondent. The packet included a cover letter that explained the purpose of the study, directions for completing the questionnaire, assurance of confidentiality of respondent, directions for returning the completed questionnaire and a date by which the material should be returned. In addition, the packet included the questionnaire itself and a pre-addressed, postage paid return envelope. Each packet was appropriately coded so

that responses can be tracked as they are returned. Copies of all cover letters can be found in Appendix B with the questionnaires.

After two weeks, a follow-up postcard was sent to each person who received the questionnaire. This served the purpose of thanking those individuals who had already responded and reminding those individuals who had not, that their participation was important.

Data Analysis

The purpose and nature of this study was such that descriptive statistics could be used to answer the research questions. This includes frequencies and percents where appropriate. All data were entered into a d-Base III program and analyzed as needed. Data are displayed in table or chart format.

RETURNS

Having a reasonable return rate was essential to the success of this study. It was also important to have the returns be representative of the population. While the original goal of having a return rate of 75 percent for each group was not accomplished, the research advisory team did decide that the returns were reasonable and could be used to answer the questions posed in the study. Tables 2 and 3 that follow present total returns by respondent group and the ethnic background of respondents. Additional tables with data about respondents can be found in Appendix C.

The average return rate among all groups is 49.9 percent. Because school board members had the lowest return rate, 26 percent, among all the groups, the decision was made not to consider school board members in the analysis of data. If school board

members are left out, the return rate is 53.4 percent.

Table 2: Total Returns, All Respondent Groups

Respondent Groups	Percent of Returns Based on Number Mailed
Elementary Parents, Children Ages 5 - 13	56.3
High School Parents, Children Ages 14 - 18	42.5
Elementary/Middle School Teachers, Grades K - 8	46.7
High School Teachers, Grades 9 - 12	38.8
Elementary/Middle School Principals, Grades K- 8	59.6
High School Principals, Grades 9 - 12	64.4
Superintendents	65.5
School Board Members	26.0

It was hoped that the respondents would include Native Americans as this group is Montana's largest minority population. As the reader reviews Table 3, it is important to remember that Native Americans are 5.9% of the total state population. Another factor to consider is that it has historically been difficult to find qualified Native Americans to teach in schools with large populations of Native American students. The same is also true for finding Native Americans to fill administrative positions.

FINDINGS

Introduction

The volume of data collected in this study is considerably larger than what was needed to answer the research questions. To handle this volume, the findings presented

Table 3: Ethnic Background of Respondents

Respondent Groups	White	Native American	Other Minorities
Elementary/Middle School Parents, Children Ages 5 - 13	90.6%	3.2%	2.2%
High School Parents, Children Ages 14 - 18	92.2%	1.1%	5.5%
Elementary/Middle School Teachers, Grades K - 8	94.9%	0.9%	1.7%
High School Teachers, Grades 9 - 12	96.8%	0	0
Elementary/Middle School Principals, Grades K - 8	96.4%	1.8%	1.8%
High School Principals, Grades 9 - 12	96.8%	0	0
Superintendents	97.4%	0	0
School Board Members	84.6%	7.7%	7.7%

NOTE: Percents may not add up to 100 due to some non-responses to this question.

in this report are divided into four sections. The first section presents data on the respondents' opinions about parent involvement. Section two discusses the research questions about existing and desired levels of parent involvement; section three, focuses on training and barriers; and section four talks about similarities and differences between various groups of respondents. The report as it currently stands does not cover findings related to the original research questions seven through ten. These questions focus on differences based on selected socio-demographic variables. A determination has not been made about how best to handle this piece of the study.

Since several of the research questions focused on describing the existing situation and what respondents would like the situation to be, those sections of the questionnaires

that seemed to relate most directly to these two situations were used. Table 4 presents the questionnaire sections used in the analysis for each respondent group.

FINDINGS - PART I
Opinions/Feelings About Parent Involvement

Each questionnaire used in this study started with a series of similar statements which were intended to get the respondents feelings or opinions about parent involvement. Parents were to indicate how they felt about their child's school in terms of parent involvement. Teachers and administrators were to indicate their opinions about parent involvement. Respondents were to use a scale indicating strongly agree, agree a little, disagree or strongly disagree.

While this part of the questionnaire does not directly answer any one of the research questions, the results are important in terms of the climate for parent involvement in the state. To report these results, those statements that were similar on each questionnaire.

Elementary, Middle and High School Parents

Those statements to which the highest percentage of elementary and middle school parents responded *strongly agree* were:

- *This is a very good school
- *The teachers care about my child
- *I feel welcome at the school

At the same time, high school parents did not strongly agree with any of the statements.

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Table 4: Sections of Questionnaire Used for Analysis by Respondent Group

Respondent Group	Existing Situation	Desired Situation
Elementary/Middle School Parents, Children Ages 5 - 13	Q3 - How Families Get Involved	Q4 - Where Schools Could Do Better
High School Parents, Children Ages 14 - 18	Q2 - How Families Get Involved Q3 - How Often Parents Do Certain Activities	Q4 - Where Schools Could Do Better
Elementary/Middle School Teachers, Grades K- 8	Q2 - How Teachers Contact Families Q3 - Use of Volunteers Q6 - Importance of Certain Activities	Q5 - Where Schools Could Do Better Q7 - Where Parents Could Do Better
High School Teachers, Grades 9 - 12	Q3 - Activities Teachers Do Q4 - How Teachers Contact Families	Q2 - Where Schools Could Do Better Q5 - Where Parents Could Do Better
Elementary/Middle School Principals, Grades K - 8	Q2 - How Principals Contact Families Q3 - Use of Volunteers	Q5 - Where Schools Could Do Better Q7 - Where Parents Could Do Better
High School Principals, Grades 9 - 12	Q4 - How Principals Contact Families	Q2 - Where Schools Could Do Better Q5 - Where Parents Could Do Better

For this group, the highest percentages appeared under the *agree a little* response for a number of statements.

*This is a very good school
*The teachers care about my child

Table 5: Parents' Feelings About Their School

	Elementary/Middle School Parents				High School Parents			
Statements	**Strongly Agree**	**Agree A Little**	**Disagree**	**Strongly Disagree**	**Strongly Agree**	**Agree A Little**	**Disagree**	**Strongly Agree**
A. This is a very good school	202/59.1	117/34.2	20/5.8	3/.9	29/32.2	45/50.0	13/14.4	2/2.2
B. The teachers care about my child	197/57.6	122/35.7	21/6.1	2/.6	23/25.6	50/55.6	14/15.6	3/3.3
C. I feel welcome at the school	216/63.2	104/30.4	17/5.0	3/.9	28/31.1	55/61.1	4/4.4	1/1.1
D. This school views parent involvement as important	141/41.2	143/41.8	44/12.9	11/3.2	5/5.6	50/55.6	30/33.3	3/3.3
E. This school is one of the best for students and parents	126/36.8	152/44.4	41/12.0	11/3.2	12/13.3	55/61.1	17/18.9	6/6.7
F. Parents do not need to be involved much in their teen's education	N/A	N/A	N/A	N/A	1/1.1	27/30.0	0/0	61/67.8
G. I want to be more involved than I am now in my teen's education	N/A	N/A	N/A	N/A	6/6.7	49/54.4	29/32.2	3/3.3

Note: The first number is the frequency; the second is the percent.

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Table 6: Teachers' Opinions About Parent Involvement

	Elementary/Middle School Teachers				High School Teachers			
Statements	**Strongly Agree**	**Agree A Little**	**Disagree**	**Strongly Disagree**	**Strongly Agree**	**Agree A Little**	**Disagree**	**Strongly Disagree**
A. Parent involvement is good for a school	174/74.0	58/24.7	2/.9	1/.4	60/63.8	30/31.9	2/2.1	0/0
B. Every family has strengths that could be tapped to increase student success in school	48/20.4	160/68.1	27/11.5	0/0	25/26.6	53/56.4	15/16.0	0/0
C. All parents could learn ways to assist their children on school work at home, if shown how	67/28.5	154/65.5	14/6.0	0/0	27/28.7	55/58.5	11/11.7	0/0
D. Parent involvement can increase effectiveness	129/54.9	97/41.3	8/3.4	1/.4	48/51.1	42/44.7	3/3.2	1/1.1
E. Parents want to be more involved than they are now	7/3.0	94/40.0	117/49.8	15/6.4	3/3.2	35/37.2	49/52.1	3/3.2
F. Parent involvement is important for student success in school	143/60.9	86/36.6	5/2.1	1/.4	47/50.0	44/46.8	1/1.1	0/0
G. The school views parents as important partners	71/30.2	127/54.0	32/13.6	5/2.1	11/11.7	64/68.1	16/17.0	1/1.1
H. It is not necessary for parents of high school students to be involved in their teen's education	N/A	N/A	N/A	N/A	1/1.1	4/4.3	36/38.3	52/55.3

Note: The first number is the frequency; the second is the percent.

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*I feel welcome at the school
*This school views parent involvement as important
*This school is one of the best for students and parents
*I want to be more involved than I am now in my teens education

One statement for high school parents dealt with whether or not they should be involved in their teen's education. Sixty seven plus percent feel that they should be involved. See Table 5 on the next page for the supporting data.

Elementary, Middle School and High School Teachers

Those statements to which the highest percentage of elementary and middle school teachers *strongly agree* were:

*Parent involvement is good for a school
*Parent involvement can increase teacher effectiveness
*Parent involvement is important for student success in school

It is interesting to note that the highest percentage of this group of respondents, 54 percent, only *agree a little* with the statement that the school views parents as important partners. In addition, the highest percentage, 49.8 percent, *disagree* with the statement that parents want to be more involved than they are now.

For high school teachers, the highest percentage *strongly agree* with the same three statements as elementary and middle school teachers. The highest percentage (54%) also only *agree a little* with the statement that the schools view parents as important partners and 52.1 percent *disagree* with the statement that parents want to be more involved. See supporting data in Table 6 on the next page.

School Administrators

When looking at the responses of school administrators, the highest percentage of

all groups *strongly agree* that parent involvement is important for a good school. Beyond agreement on this one statement, elementary and middle school principals, high school principals and superintendents vary in their responses to the selected statements.

Those additional statements to which the highest percentage of elementary and middle school principals *strongly agree* were:

*Parent involvement can increase teacher effectiveness
*Parent involvement is important for student success
*The school views parents as important partners

For high school principals, the statements to which the highest percentage of respondents *agree a little* are:

*Every family has strengths that could be tapped to increase student success
*All parents could learn ways to assist their children on school work at home, if show how
*Parent involvement can increase teacher effectiveness
*Parents want to be more involved than they are now
*Parent involvement is important for student success in school
*This school views parents as important partners

When high school principals were asked if it was necessary for parents to be involved in their teen's education, the highest percentage *agreed* that such involvement was important.

While the percentages differed some what, the highest percentage of superintendents had responses similar to high school principals. This was also true for the statement about parents being involved. Table 7 on the following page has the supporting data for this section.

Table 7: School Administrators' Opinion About Parent Involvement

	Elementary/Middle School Principals				High School Principals				Superintendents			
Statements	Strongly Agree	Agree A Little	Disagree	Strongly Agree	Strongly Agree	Agree A Little	Disagree	Strongly Disagree	Strongly Agree	Agree A Little	Disagree	Strongly Disagree
A. Parent involvement is good for a school	45/80.4	10/17.9	0/0	1/1.8	19/61.3	12/38.7	0/0	0/0	20/51.3	17/43.6	1/2.6	0/0
B. Every family has strengths that could be tapped to increase student success in school	15/26.8	35/62.5	6/10.7	0/0	8/25.8	18/58.1	5/16.1	0/0	8/20.5	25/64.1	5/12.8	0/0
C. All parents could learn ways to assist their children on school work at home, if shown	16/28.6	37/66.1	3/5.4	0/0	8/25.8	23/74.2	0/0	0/0	14/35.9	18/46.2	6/15.4	0/0
D. Parent involvement can increase teacher effectiveness	31/55.4	24/42.9	1/1.8	0/0	15/48.4	16/51.6	0/0	0/0	21/53.8	16/41.0	1/2.6	0/0
E. Parents want to be more involved than they are now	3/5.4	24/42.9	27/48.2	1/1.8	2/6.5	15/48.4	14/45.2	0/0	1/2.6	22/56.4	14/35.9	1/2.6
F. Parent involvement is important for student success in school	32/57.1	22/39.3	2/3.6	0/0	13/41.9	17/54.8	1/3.2	0/0	20/51.3	17/43.6	1/2.6	0/0
G. The school views parents as important partners	31/55.4	22/39.3	2/3.6	1/1.8	7/22.6	20/64.5	3/9.7	0/0	13/33.3	25/64.1	0/0	0/0
H. It is not necessary for parents of high school students to be involved in their teen's education	N/A	N/A	N/A	N/A	1/3.2	3/9.7	13/41.9	13/41.9	1/2.6	1/2.6	20/51.3	16/41.0

Note: The first number is the frequency; the second is the percent.

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FINDINGS - PART II
How Parents Are and Would Like to Be Involved

Research Question: To what extent and how are parents of school-aged children involved in the education of their children, both in and out of the school setting?

Elementary/Middle School Parents

Parents with children at the elementary or middle school level were asked to indicate how many times they had done certain activities with their oldest child in the 5 - 13 age group. The list of activities included those that could be done at school as well as those that might be done at home. The response options included never, 1 - 2 times, a few times or many times. The activities that the highest percentage of parents indicated they do *many times* were:

*Talk to my child about school
*Read to my child
*Listen to my child read
*Listen to a story my child wrote
*Help my child with homework
*Practice spelling or other skills before a test
*Talk with my child about a TV show
*Help my child plan time for homework and chores
*Check to see that my child has done his/her homework
*Go to special events at school
*Take my child to a library
*Take my child to special places or events in the community
*Tell my child how important school is

There were only three activities that the highest percentage of parents indicated they *never did*. These were:

*Talk to my child's teacher on the phone
*Go to PTA/PTO meetings
*Volunteer at school or in my child's classroom.

Table 16 with the complete data related to this part of the questionnaire can be found in

Appendix D.

High School Parents

Parents of high school students were asked how often they had done a number of different activities at home with their teenager. The potential responses were never, 1 - 2 times, monthly, weekly or every day. Those activities in which the highest percentage of high school parents engaged either *every day* or *weekly* are on the following page.

Weekly	Every Day
*Listen to my teen read something that he/she wrote	*Talk to my teen about school
*Help my teen with home-work	*Talk about a homework assignment
*Discuss grades on tests and school work	*Check that my teen goes to school
*Talk about a TV show	
*Help plan time for home work, chores and other responsibilities	
*Tell my teen how important school is	

High school parents were also asked about how often they are currently involved at school in various activities. Response possibilities included never, 1-2 times, a few times and many times. Those activities in which the highest percentage of high school parents engaged *many times* were:

*Attend a parent-teacher conference
*Attend a high school sports event, play, concert, or other student performance

The activities to which the highest percent of high school parents indicated that

they *never engaged* were:

*Go to a high school PTA/PTO meeting
*Help with fund raising at the high school
*Work as a volunteer at the high school
*Attend a committee meeting at this school

Tables 17 and 18 with complete data on how high school parents are currently involved can be found in Appendix D.

Research Question: To what extent and how would parents of school-aged children like to be involved in the education of their children, both in and out of the school setting?

Elementary/Middle School Parents

In order to determine how parents of elementary and middle school students would like to get involved, the question about what schools could do better was examined. It was decided that those items where parents felt schools either *could do better* or *don't do at all*, would serve as indicators of areas in which parents would like more involvement. If the percentages of respondents selecting these two responses are added together, those statements to which the highest percentage of parents responded that the schools either *could do better* or *don't do* were:

*Help me understand my child's stage of development
*Tell me what skills my child needs to learn each year
*Assign homework that requires my child to talk with me about things learned in class
*Contact me if my child does something well
*Include parents on school committees such as curriculum, budgets, and school improvement
*Provide information on community services that I may want to use
*Explain how to check my child's homework

Table 19 in Appendix E has the supporting data for this section.

High School Parents

As with elementary and middle school parents, the question about what schools could do better was used to determine how high school parents would like to be involved. If one looks at the combined percentages, those statements to which the highest percent of parents indicated that schools *should start* or *could do better at* were:

*Help me understand teen problems and development
*Help me help my teen become independent and self confident
*Give me information on how my teen may qualify for scholarships or loans for college
*Provide me with information about school programs my teen can choose
*Give me information about how report card grades are earned
*Include my teen in a parent-teacher-student conference
*Contact me if my teen does something well or improves
*Provide information on how to help my teen plan for college or for work
*Ask me to volunteer at school
*Provide ideas on how I could keep track of my teen's homework
*Provide ideas on how to help my teen at home on skills in specific subjects
*Give information on what my teen is required to learn to pass each subject
*Assign homework that requires my teen to share ideas and talk with me
*Invite me to PTA/PTO meetings
*Include parents on school committees
*Provide information about community services

The data for this section can be found in Table 20, Appendix E.

Research Question: To what extent do school personnel, particularly classroom teachers, currently involve parents in the education of their children, both in and out of the school setting?

For this question, data collected from superintendents was not considered. This

decision was made because many of the sections on the questionnaire asked superintendents to respond based on what the school's teachers should be doing rather than what the superintendent him/herself would do.

Elementary/Middle School Teachers

The questionnaire for elementary and middle school teachers yielded information about three types of involvement: how teachers contact families, the use of volunteers in the classroom, and other activities in which teachers engage.

The section on how teachers contact families allowed respondents to indicate the percent of families contacted using each method. In three instances, the highest percentage of elementary and middle school teachers indicated they had used the technique to *contact all families*. These were:

*Letter or memo home
*Meeting at school
*Scheduled parent-teacher conference

For all other techniques except one, the responses were scattered across the spectrum of possible responses. The exception is the technique report card pick-up. In this case, the highest percentage of teachers selected the response N/A. This would seem to indicate this is not a widely used activity in the state. See Table 21, Appendix F for supporting data.

When asked whether or not volunteers were used in the classroom, 74.5% responded yes. The activity for which volunteers are used *by most teachers* was help on trips or at parties followed by give talks, tutor children in specific skills and listen to children read aloud. Just over 86 percent of elementary and middle school teachers also

indicated that volunteers are used in their school. In this instance, the activity for which they are *most used* was work in the library, computer lab or other area followed by lead clubs or activities and teach enrichment or other lessons. Tables 22 and 23 in Appendix F have the supporting data related to use of volunteers.

Elementary and middle school teachers were also asked to indicate how important it was to conduct certain activities at their grade level. The response format ranged from not important to very important. For this study, it was determined that the response format *very important* would be taken as an indicator that teachers did engage parents in a particular activity. Those statements to which the highest percentage of teachers responded *very important* were:

*Have a conference with each of my students' parents at least once a year
*Contact parents about their children's problems of failures
*Inform parents when their children do something well or improve
*Inform parents of the skills their children must pass in each subject I teach
*Inform parents how report card grades are earned in my class
*Ask parents to listen to their child read
*Ask parents to listen to a story or paragraph that their children write

Table 24 in Appendix F provide the support data for this portion of the questionnaire.

High School Teachers

High school teachers were asked to indicate how important it was to conduct certain activities at their grade level. The response format ranged from not important to very important. As with elementary and middle school teachers, it was determined that

the response format *very important* would be taken as an indicator of whether or not teachers engaged parents in a particular activity. Those activities to which the highest percentage of teachers selected *very important* were:

*Contact parents when their teen has problems or failures
*Inform parents when their teen does something well or improves

It is interesting to note that for all other activities except one, the highest percentage of respondents fell into the *pretty important* category. The exception was request information from parents about their teen's talents, interests, or needs. In this instance, there was a tie with the highest percentage being split between a little and pretty important.

A second measure of how high school teachers involve parents asked what percent of their students' families had been contacted using certain communication techniques. There was no one technique that the highest percentage of high school teachers indicated they had used with all families. In fact, most of the highest percentages fell in the 25 percent of families or lower range.

The supporting data for how high school teachers currently involve parents can be found in Tables 25 and 26, Appendix G.

Elementary and Middle School Principals

Elementary and middle school principals were asked to estimate the percent of students' families that they had contacted using certain types of communication techniques. In only one instance did the highest percentage of elementary and middle school principals indicate they had contacted *all families*. This was the communication technique letter or memo. For scheduled parent-teacher conference, the highest

percentage of principals said they had used this method with 90 percent of the families. See Table 27, Appendix H for supporting data.

Another common method of involving parents is the use of school volunteers. Elementary and middle school principals were first asked if volunteers were used either in classrooms or throughout the school. If this response was positive, they were to indicate in what ways volunteers helped. In terms of classroom use, 94.6 percent of the respondents said yes and for use throughout the school, 89.3 percent said yes. How most respondents used volunteers either in the classroom or throughout the school is depicted in the chart the chart at the top of the next page.

In the Classroom	Throughout School
Help on field trips or at parties	Work in library, computer lab, or other area
Give talks	Lead clubs or activities
Listen to children read aloud	Teach enrichment or other lessons
Read to children	

The supporting data related to use of volunteers can be found in Tables 28 and 29, Appendix H.

High School Principals

High school principals were also asked what percent of their students' parents they had contacted using various communication techniques. The highest percentage of high school principals indicated that they had contacted *all families* using a letter or memo. Beyond this, most of the highest percentages were scattered across the response categories with many at 50 percent of families or below. See Table 30 in Appendix H for supporting data.

Research Question: To what extent and how would school personnel, particularly classroom teachers, like parents to be involved in the education of their children, both in and out of the school setting.

Elementary and Middle School Teachers

Elementary and middle school teachers were asked to indicate the importance of a series of activities intended to involve parents and families at school. To help determine what elementary and middle school teachers would like to see schools do to get parents involved, the response categories *needs to be developed* and *needs to be improved* were examined. Activities where the highest percent of elementary and middle school teachers selected *needs to be developed* were:

*Workshops for parents to build skills in parenting and understanding their children at each grade level.
*Workshops for parents on creating home conditions for learning.
*Surveying parents each year for their ideas about the school.
*Information on how to monitor homework.
*Information for parents on how to help their children with specific skills and subjects.
*programs for after-school activities, recreation and homework help.

Those activities where the highest percentage of respondents indicated *needs to be improved* were:

*Communications from the school to the home that all families can understand and use.
*Communications about report cards so that parents understand students' progress and needs.
*Volunteers in classrooms to assist teachers and students.
*Volunteers to help in other (non-classroom) parts of the school.
*Involvement by families in PTA/PTO leadership, other committies or other decision-making roles.

The second question that focused on how elementary and middle school teachers

would like parents to be involved asked this group to indicate the importance of parents conducting certain activities. Those activities where the highest percentage of these teachers indicated *very important* were:

*Send children to school ready to learn
*Teach children to behave well
*Set up a quiet place and time for studying at home
*Encourage children to volunteer in class
*Know what children are expected to learn each year
*Check daily that homework is done
*Talk to children about what they are learning in school
*Ask teachers for specific ideas on how to help their children at home with classwork
*Talk to teachers about problems the children are facing at home
*Talk to children about the importance of school

Appendix I, Tables 31 and 32 has the supporting data for this section.

High School Teachers

Two questions similar to those used for elementary and middle school teachers on how they would like parents to be involved were used to determine the same information for high school teachers. The first question focused on activities the schools might do to get parents involved. The activities which had the highest percentage of high school teachers selecting the response *needs to be developed* were:

*Information to parents on parenting skills and adolescent development
*Surveys of parents each year on their ideas about school
*Parent and other volunteers at the school
*Information to assist parents to monitor their teen's homework
*Information to assist parents to talk with their teen about classwork, skills, and subjects
*Participation by families in PTA/PTO, other committees, and decision-making roles
*Committees involving parents to review the high school

curriculum
*Committees involving parents to review school policies
*Business and community partnerships to enrich school programs

In addition, the following activities had the highest percentage of high school teachers selecting the response *needs to be improved.*

*Communications from the school to the home that all families can understand and use
*Communications about report cards so that parents understand their teen's progress and needs
*Parent-teacher conferences with all families
*Information to parents on how to help their teen plan for education or employment beyond high school

See Table 33 in Appendix I for supporting data.

The second question focused on what high school teachers would like parents to do. To determine this, the responses to the category *very important* were reviewed. The activities that the highest percentage of high school teachers indicated were *very important* for parents to do are:

*Set up a quiet place and time for studying at home
*Know what their teen is expected to learn each year
*Check regularly that home work is done
*Talk with their teen at home about what they are learning in class
*Encourage teen to participate in class
*Attend assemblies and other special events at the school
*Talk to their teen about the importance of school
*Monitor their teen's progress and needs in each subject
*Help their teen plan for future work or school

Table 34 with supporting data can be found in Appendix I.

Elementary and Middle School Principals

Two questions were used to look at what elementary and middle school principals

would like to see in terms of parent involvement. One focused on what schools could do and the other and what they would like parents to do.

When asked about what schools could do, those activities to which the highest percentage of elementary and middle school principals responded *need to develop* were:

*Workshops for parents on creating home conditions for learning
*Surveying parents each year for their ideas about the school
*Information on how to monitor homework
*Information for parents on how to help their children with specific skills and subjects
*Programs for after-school activities and homework help

The highest percentage of this same group also indicated that a number of activities *need to be improved.*

*Workshops for parents to build skills in parenting and understanding their children at each grade level
*Communications from the school to the home that all families can understand and use
*Communications about report cards so that parents understand students' progress and needs
*Volunteers in classrooms to assist teachers and students
*Involvement by families in PTA/PTO leadership, other committees, or other decision-making roles

When it comes to what parents should do, the activities to which the highest percentage of elementary and middle school teachers responded *very important* are listed below. It is worth noting that from a list of 14 activities, all but three ended up in the very important category.

*Send children to school ready to learn
*Teach children to behave well
*Set up a quiet place and time for studying at home
*Encourage children to volunteer in class
*Know what children are expected to learn each year
*Check daily that homework is done

*Talk to children about what they are learning in school
*Ask teachers for specific ideas on how to help their children at home with classwork
*Talk to teachers about problems the children are facing at home
*Take children to special places or events in the community
*Talk to children about the importance of school

The supporting data for elementary and middle school principals can be found in Appendix J, Tables 35 and 36.

High School Principals

The questionnaire for high school principals also asked respondents what activities the schools should be doing to get parents involved as well as what it was important for parents to do. The following activities are those that the highest percentage of high school principals indicated *need to develop*.

*Information to parents on parenting skills and adolescent development
*Surveys of parents each year on their ideas about the school
*Parent and other volunteers at school
*Information to assist parents to monitor their teen's homework
*Information to assist parents to talk with their teen about class work, skills, and subjects
*Participation by families in PTA/PTO, other committees, and decision-making roles

An additional five activities were selected by the highest percentage of high school principals as *needs to be improved*.

*Communications from the school to the home that all families can understand and use
*Information to parents on how to help their teen plan for education or employment beyond high school
*Committees involving parents to review the high school curriculum
*Committees involving parents to review school policies

*Business and community partnerships to enrich school programs

As with elementary and middle school principals, high school principals were asked about activities they would like to see parents do. Those activities that the highest percentages of this group indicated as being *very important* for parents to do were:

*Set up a quiet place and time for studying at home
*Know what their teen is expected to learn each year
*Check regularly that homework is done
*Talk with their teen at home about what they are learning in class
*Encourage teen to participate in class
*Talk to their teen about the importance of school
*Monitor their teen's progress and needs in each subject
*Help their teen balance homework, home chores, and outside activities
*Help their teen plan for future work or schooling

See Appendix J, Tables 37 and 38 for supporting data on this section.

FINDINGS - PART III
Training on Parent Involvement and Barriers

One of the issues that surrounds parent involvement is whether or not school personnel have had any formal preparation or training on how to work effectively with parents and families. While the research speaks to the tremendous impact such involvement can have on student success in school, school personnel who are not prepared to implement effective parent involvement efforts are at a distinct disadvantage.

An additional question that was added to the questionnaires sent to teachers and school administrators attempted to get at this issue. This question asked respondents to indicate if they had any formal preparation on parent involvement. Respondents who indicated yes were to check the types of preparation.

Research Question: What formal preparation have school personnel, particularly teachers, had relative to involving parents?

Elementary, Middle School and High School Teachers

Ninety-four high school and 230 elementary and middle school teachers responded to the question about formal preparation. Among high school teachers, 62.8% said yes and for the most part, this preparation came about through workshops or conferences. For elementary and middle school teachers, 48.7% said they had some type of formal preparation and as with high school teachers, most of this was at workshops or conferences. Very few among either group indicated that parent involvement was part of the college preparation courses.

School Administrators

Of all the school personnel groups, the superintendents had the highest percentage (71.4%) of yes responses to the question about preparation. For high school principals, the number of yes responses was 56.7% of those who responded and for elementary and middle school principals, the yes responses were 69.2% Again, workshops and conferences were the means by which most of this preparation occurred.

Parents

The parent questionnaires did not ask specifically about formal assistance they had received through the schools. However, the questionnaires did ask both parent groups if workshops were available through the schools, what topics they would like to have covered. In addition, elementary and middle school parents were asked what subjects they would like to know more about.

Research Question: What formal assistance have parents received from the local school or other sources that would assist them in being more effectively involved in the education of their school-aged chidlren, both in and out of the school setting?

Elementary and Middle School Parents

The top five topics that elementary and middle school parents most wanted to learn about were:

*Discipline
*Dealing with stress
*Helping child develop his/her talents
*Helping child take tests
*How children grow and develop at their child's age

When asked what subjects they would like to know more about, the greatest number of elementary and middle school parents selected math. This was followed by study skills, science, and reading.

High School Parents

High school parents were also asked what topics they would like more information about. The top five topics were:

*Peer pressure in adolescence
*Helping their teen study
*Helping teen develop his/her talents
*Planning for the future - college or work
*Dealing with stress

Barriers to Effective Parent Involvement

To determine the barriers that inhibit effective parent involvement, a thorough examination of the open-ended responses on the questionnaires was made. This examination was intended to identify trends and themes that would help respond to the question about what prevents more parents from getting involved in the education of

their children?

There were two research questions related to barriers. Each is presented with a list of the trends and themes mentioned most often plus several verbatim quotes from respondents that illustrate the points being made.

Research Question: What are the perceptions of parents of the barriers to becoming more effectively involved in the education of their children?

Elementary and Middle School Parents

The following were identified as barriers by elementary and middle school parents.

*Lack of regular, open communication about what's happening at school.
*Teachers who don't care about my child.
*Distrust that parents and teachers have of each other.
*Teacher tenure and not being able to remove poor teachers.
*Lack of time.
*Fear that child won't be challenged and won't develop basic skills needed in life.

Several verbatim quotes serve to illustrate these themes and trends.

> Schools should be accountable to parents. Teachers and administrators should be more open to parental input. All they want are easy solutions not what can educate students. Students are labelled. Teachers perpetuate these labels. Kids are not treated with respect.

> Let me know about the curriculum, how to reinforce it at home; provide me with information so that I can pre-teach difficult concepts.

> Make sure that all teachers teach positive thinking and don't degrade kids.

> Have daycare during *Meet the Teachers Night* and parent teacher conferences. Being home by myself with three small children makes it difficult to attend.

Teachers seem to get set in their ways. It must be easier to do their teaching the same over and over. They don't seem to have the spark nor do they want change or anyone else to get involved in their classrooms.

High School Parents

Five trends or themes related to barriers were identified from high school parent responses.

*Lack of one-way and two-way communication
*Lack of a trusting relationship between school and home
*Negative teacher attitudes about parents and parent involvement
*Poor teachers
*Lack of time

Verbatim comments that serve to illustrate these points include the following.

They need to ask for parent involvement, not just for fundraisers or sporting events but also for academics...suggestions for field trips, an occasional lecture, sharing ideas, etc.

Somehow, the general fear that teachers have of parents in the classroom needs to be addressed--teachers need to learn that parents are allies not enemies.

It is real hard to remove a poor teacher from the system.

I think it is so important for a school to maintain a contact with a parent. Being a working, single parent, it is so hard to stay on top of everything going on with your children.

Research Question: What are the perceptions of school personnel, particularly teachers, of the barriers to more effectively involving parents in the education of their children?

Elementary and Middle School Teachers

Six barriers to involvement appeared in the open-ended responses on the questionnaires returned by elementary and middle school teachers.

*Time and energy
*More parents are working and are difficult to reach

*Pressure groups are trying to dictate programs.
*Education is not among parents' priorities nor is it valued.
*Dysfunctional families
*Parents are becoming more critical and are not as supportive

A number of comments help illustrate how elementary and middle school teachers feel.

> I am seeing that without community and parent involvement/support, the school will go down the tubes. We have very little general support in this town and a great deal of negativism directed at teachers, their salaries, their professionalism--yet have everything given to us as responsibilities to heal all social and family ills.

> I like the idea of parents in the classroom. In fact, I encourage parent involvement. I do grow weary of those who enter the classroom with an agenda and look for ways to implement that agenda. I have found there is usually a compromise but this takes a lot of time from students as well as adding strain on teachers and administration.

> There needs to be a general idea of positive attitude fostered in some way. Teacher and education are no longer viewed as important.

> I feel that teachers are beginning to feel like adoptive parents, raising not only their own kids, but children of a dysfunctional society. This is bringing about a resentment towards teaching as a profession.

> Parents have become less involved, more hassled by school needs, frantic that their children succeed but unable to find time or energy to help.

High School Teachers

The open-ended responses from high school teachers also contained several identifiable trends or themes.

*Time available for both parents and teachers
*Parent apathy
*Parents expect schools to do too much.
*Parents' negative attitudes toward education
*Lack of financial support
*Lack of ambition/initiative on school's part to get it (parent

involvement) started

The following comments illustrate these points.

My biggest obstacle is simply time.

Get the community to acknowledge (that) education is important today, that the rural world is compacting and changing, (it) can't absorb the numbers of young it is producing.

Parents need to understand that it is their responsibility to educate their children, and that teachers, school systems, etc. are resources that they build and use to help them with this task.

I'm not convinced that society has education as a priority. If they did, this survey would not exist.

School Administrators

The responses to the open-ended questions for principals and superintendents were reviewed as a group. The following barriers emerged.

*Parents are too busy with work.
*Parent apathy
*Breakdown of traditional family structure.
*Lack of trust on both sides
*Lack of time and training for administrators and teachers
*Invasion of families' privacy

Some of the comments from administrators that illustrate these themes and trends include those on the next page.

There is a lot of apathy in this community. Everyone these days is busy and the attitude here is let someone else do it, I'm too busy with my own.

I am seeing a regular decline in parent involvement and more serious learning problems on the part of some children. I feel that there is a direct correlation.

Parents' time is growing more and more hectic with work schedules, etc. Therefore, when they get home that's where they want to stay to relax.

The daily tasks of many principals greatly limit our ability to work closely with parents and communicate. Most of us are putting in 10 to 16 hours days just to stay afloat.

We do not really need parents as volunteers at school but students need to know that their parents support the goals of the schools.

Parent apathy is the greatest detriment. When parents don't care, why should their children?

FINDINGS - PART IV
Similarities and Differences Between Groups of Respondents

Research questions five and six as originally structured provided an opportunity to look at the differences between parents and school personnel. As this project progressed and the data were examined, it seemed logical to look at similarities and as well as differences. On this basis, the two research questions were slightly modified to read as follows.

Research Question: What are the differences and similarities in perceptions between parents and school personnel, particularly classroom teachers, in terms of the existing level and types of parent involvement?

Research Question: What are the differences and similarities in perceptions between parents and school personnel, particularly classroom teachers, in terms of how much and what type of parent involvement they would like to have?

Based on the data that has been thoroughly examined so far, the following similarities and differences have been determined.

1. Most elementary and middle school parents indicate they do not volunteer but a high percent of teachers at this level say they use volunteers in the classroom and that volunteers are used throughout the school. Elementary and middle school principals also indicate that volunteers are used in the classroom as well as in other aspects of the school.

2. Most parents want to be involved both at home and at school in a variety of activities. But, teachers and administrators question whether or

not this is true. One of the barriers identified by school personnel was parent apathy.

3. Most elementary, middle school and high school teachers all agree that parent involvement is not only good for a school but for student success. Teachers also agree that such involvement can increase teacher effectiveness. At the same time, parents do not feel that the school views them as important partners. Interestingly, teachers, high school principals and superintendents also don't think schools view parents as important partners. However, elementary and middle school principals did indicate that the school viewed parents as important.

4. Both high school principals and parents of high school students believe it is important for parents to be involved. However, the ways parents get involved most at this level is limited to attending parent-teacher conferences or an activity/event at the school. High school parents indicated they never go to PTA/PTO meeting, help with fundraising, volunteer at the high school or attend a committee meeting.

5. Most parents at all levels want more communication with the schools. When teachers and principals were asked about how they contacted parents and families, the most commonly used technique was by letter or memo. At the high school level, it appears that there is very limited contact with parents even by letter or memo. This is supported by the fact that high school parents feel they are rarely contacted by the school except when their teen is having problems. Parents at all levels would like the schools to contact them when their child/teen does well and not just when there is a problem.

6. In general, most school personnel are in agreement that schools need to provide workshops and/or information for parents about child/youth growth and development. Teachers in particular think this should include parenting education. Elementary, middle school and high school parents have all indicated that offering workshops and/or information on these and other topics is something they would like the schools to be doing.

7. Most parents and teachers agree that lack of time for both groups is a barrier to involvement. While administrators did not mention time per se, this group did identify parents as being too busy with work as a barrier.

8. When asked about formal preparation on parent involvement, most high school teachers and school administrators responded that they had some preparation. Slightly under 50% of elementary and middle school teachers responded the same. In almost all instances, the type of preparation was

through workshops and conferences. Very few respondents in any of these groups indicated the preparation was part of the formal college preparation program.

9. Most elementary and middle school parents think schools could do a better job at providing them with information about what their child needs to learn. At the same time, teachers at this level think it is very important to tell parents the skills needed to pass in each subject.

10. Most high school parents think schools could do better about providing information on how report card grades are earned. While high school teachers think this is pretty important, they do not consider this a very important activity. At the same time, high school teachers think it is very important for parents to know what their teen is e xpected to learn while parents think schools could do a better job of providing this information.

11. Most high school parents stated they never attend PTA/PTO or participate on various school committees. This group feels that the schools need to do a better job of asking them to participate in these activities. Both high school teachers and high school principals believe this type of involvement is pretty important and agree that schools need to develop ways to get parents involved in PTA/PTO or to participate on various school committees.

12. Most elementary and middle school parents also stated they never attend PTA/PTO meetings but at the same time, think schools do well at inviting them to participate. Teachers and principals at this level think this type of involve is pretty important and think schools need to develop ways to do this.

13. Most parents at all levels want communications from the school that they can understand and use. Elementary, middle school and high school teachers and principals all agree that they need to do better about providing this type of communications.

14. Most elementary and middle school parents help their child(ren) with homework, check to see that the homework is completed, and tell their child(ren) that school is important on a regularly basis. Elementary and middle school teachers and principals agree that this type of at-home support is very important.

15. On a weekly or daily basis, most high school parents talk to their teen about the importance of school, help with homework and talk about homework assignments. As is the case at the elementary and middle school

level, both high school teachers and principals indicate these are very important activities for parents. In addition, they would like parents to set up a quiet place and time for teens to study at home.

APPENDIX A
PERMISSION LETTER FROM EPSTEIN

APPENDIX B
COVER LETTERS AND QUESTIONNAIRES

May 24, 1994

Dear Parent or Guardian;

Many parents and other community members are interested in finding ways they can be more involved in the public schools in their community. How this might be done in Montana is the focus of a current study being conducted by the Center for Community-School Development and Field Services at MSU. This information will be utilized to develop a set of recommendations for action in Montana. **To do this, we need your help!**

We are seeking information from selected school administrators, school board members, teachers and parents. Input from all of these groups is important so please take about 15-20 minutes to complete and return the enclosed questionnaire.

You will not be identified in any way and the results will only be presented as group data. No one individual or school will be identified. The return envelope is coded but this is only so we can do any necessary follow-up.

A postage paid, pre-addressed envelope is enclosed for you to use in returning the completed questionnaire. If at all possible, we would like the questionnaire back by **May 31, 1994**.

If you are interested in receiving a copy of the results, please print your name and mailing address on the back of the envelope. Do not put it on the questionnaire.

Thank you very much for helping us with this important project. If you have any questions, please don't hesitate to call us at 994-6984.

Sincerely,

Gloria A. Gregg
Director

Cheryl Johannes
Research Assistant

SCHOOL AND FAMILY PARTNERSHIPS

Survey of Parents in Elementary and Middle Grades

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding
2. Write all responses on the questionnaire itself.
3. All responses are strictly confidential. The number on the return envelope is only for the purpose of follow-up if needed. The results will be reported as group data and no one individual will be identified.
4. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN MAY 31, 1994.**

Again, our sincere thanks for helping us out.

A. **DO YOU HAVE ONE OR MORE CHILDREN BETWEEN THE AGES OF 5 AND 13 ENROLLED IN PUBLIC SCHOOL?** ___ **YES** ___ **NO**

If **NO**, please do **NOT** complete this questionnaire. Return it in the enclosed postage paid envelope.

B. **HOW MANY CHILDREN** ages 5-13 in your family go to public school **THIS YEAR?** (Circle how many.)

1 2 3 4 5 or more

C. What GRADES are they in? CIRCLE ALL of the grades of your children in this school.

PreK Kindergarten Grade 1 2 3 4 5 6 7 8 Other(Specify_____)

D. This booklet should be answered by the **PARENT** or **GUARDIAN** who has the **MOST CONTACT** with the school about your oldest child aged 5 through 13.

Who is filling in the booklet? **PLEASE CHECK IF YOU ARE . . .**

___ mother	___ aunt	___ guardian
___ father	___ uncle	___ other relative
___ stepmother	___ grandmother	___ other (describe)
___ stepfather	___ grandfather	_____

E. If you have more than one child between the ages of 5 and 13 enrolled in public school, please answer the questions in the booklet about your **OLDEST CHILD** at school in that age group.

Is your oldest child in the 5-13 age group a: ___ boy or ___ girl?

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, schools and Children's Learning, Johns Hopkins University.

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Q-1. WE WOULD LIKE TO KNOW HOW YOU FEEL ABOUT THIS SCHOOL RIGHT NOW. THIS WILL HELP SCHOOLS PLAN FOR THE FUTURE. PLEASE CIRCLE ONE CHOICE FOR EACH STATEMENT.

YES	Meahs you AGREE STRONGLY with the statement.
yes	Means you AGREE A LITTLE with the statement.
no	Means you DISAGREE A LITTLE with the statement.
NO	Means you DISAGREE STRONGLY with the statement.

HOW DO YOU FEEL ABOUT THESE?

a.	This is a very good school.	YES	yes	no	NO
b.	The teachers care about my child.	YES	yes	no	NO
c.	I feel welcome at the school.	YES	yes	no	NO
d.	This school has an active parent organization (e.g., PTA/PTO).	YES	yes	no	NO
e.	My child talks about school at home.	YES	yes	no	NO
f.	My child should get more homework.	YES	yes	no	NO
g.	Many parents I know help out at the school.	YES	yes	no	NO
h.	The school and I have different goals for my child.	YES	yes	no	NO
i.	I feel I can help my child in reading.	YES	yes	no	NO
j.	I feel I can help my child in math.	YES	yes	no	NO
k.	I could help my child more if the teacher gave me more ideas.	YES	yes	no	NO
l.	My child is learning as much as he/she can at this school.	YES	yes	no	NO
m.	Parents at this school get involved more in the younger grades.	YES	yes	no	NO
n.	This school is known for trying new programs.	YES	yes	no	NO
o.	This school views parents as important partners.	YES	yes	no	NO
p.	The community supports this school.	YES	yes	no	NO
q.	This school is one of the best schools for students and for parents.	YES	yes	no	NO

Q-2. SOME FAMILIES WANT MORE INFORMATION ABOUT WHAT THEIR CHILDREN ARE LEARNING IN EACH SUBJECT. CHECK WHICH SUBJECTS YOU WANT TO KNOW MORE ABOUT TO HELP YOUR CHILD.

__ Math skills	__ Social studies	___ Current events
__ Reading skills	__ Science	___ Study skills
__ Writing stories	__ Handwriting	___ Other (describe)
__ Spelling	__ Speaking skills	_____

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Q-3. FAMILIES GET INVOLVED IN DIFFERENT WAYS AT SCHOOL OR AT HOME. WHICH OF THE FOLLOWING HAVE YOU DONE THIS YEAR WITH THE OLDEST CHILD IN THE 5-13 AGE GROUP YOU HAVE AT THE SCHOOL? PLEASE CIRCLE ONE CHOICE FOR EACH ITEM.

NEVER	means you do NOT do this or NOT YET this year
1- 2 TIMES	means you have done this ONE or TWO TIMES this year
A FEW TIMES	means you have done this a FEW TIMES this year
MANY TIMES	means you have done this MANY TIMES this year

a.	Talk to my child about school.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
b.	Visit my child's classroom.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
c.	Read to my child.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
d.	Listen to my child read.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
e.	Listen to a story my child wrote.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
f.	Help my child with homework.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
g.	Practice spelling or other skills before a test.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
h.	Talk with my child about a TV show.	NEVER	1- 2 TIMES	FEW TIMES	MANY TIMES
i.	Help my child plan time for homework and chores.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
j.	Talk with my child's teacher at school.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
k.	Talk to my child's teacher on the phone.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
l.	Go to PTA/PTO meetings.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
m.	Check to see that my child has done his/her homework.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
n.	Volunteer at school or in my child's classroom.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
o.	Go to special events at school.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
p.	Take my child to a library.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
q.	Take my child to special places or events in the community.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES
r.	Tell my child how important school is.	NEVER	1 - 2 TIMES	FEW TIMES	MANY TIMES

Q-4. SCHOOLS CONTACT FAMILIES IN DIFFERENT WAYS. CIRCLE ONE CHOICE TO TELL IF THE SCHOOL HAS DONE THESE THINGS THIS YEAR.

DOES NOT DO	means the school DOES NOT DO this
COULD DO BETTER	means the school DOES this but COULD DO BETTER
DOES WELL	means the school DOES this VERY WELL now

	THIS SCHOOL . . .		
a. Help me understand my child's stage of development.	DOES NOT DO	COULD BE BETTER	DOES WELL
b. Tell me how my child is doing in school.	DOES NOT DO	COULD BE BETTER	DOES WELL
c. Tell me what skills my child needs to learn each year.	DOES NOT DO	COULD BE BETTER	DOES WELL
d. Have a parent-teacher conference with me.	DOES NOT DO	COULD BE BETTER	DOES WELL
e. Explain how to check my child's homework.	DOES NOT DO	COULD BE BETTER	DOES WELL
f. Send home news about things happening at school.	DOES NOT DO	COULD DO BETTER	DOES WELL
g. Give me information about how report card grades are earned.	DOES NOT DO	COULD BE BETTER	DOES WELL
h. Assign homework that requires my child to talk with me about things learned in class.	DOES NOT DO	COULD DO BETTER	DOES WELL
i. Send home clear notices that I can read easily.	DOES NOT DO	COULD DO BETTER	DOES WELL
j. Contact me if my child is having problems.	DOES NOT DO	COULD DO BETTER	DOES WELL
k. Invite me to programs at the school.	DOES NOT DO	COULD DO BETTER	DOES WELL
l. Contact me if my child does something well or improves.	DOES NOT DO	COULD DO BETTER	DOES WELL
m. Ask me to volunteer at the school.	DOES NOT DO	COULD DO BETTER	DOES WELL
n. Invite me to PTA/PTO meetings.	DOES NOT DO	COULD DO BETTER	DOES WELL
o. Ask me to help with fund raising.	DOES NOT DO	COULD BE BETTER	DOES WELL
p. Include parents on school committees such as curriculum, budgets, and school improvement.	DOES NOT DO	COULD DO BETTER	DOES WELL
q. Provide information on community services that I may want to use.	DOES NOT DO	COULD DO BETTER	DOES WELL

Q-5. SOME FAMILIES WANT TO ATTEND WORKSHOPS ON TOPICS THEY WANT TO HEAR MORE ABOUT. CHECK THE ONES THAT INTEREST YOU ... OR SUGGEST A FEW ....

___ How children grow and develop at my child's age
___ How to discipline children
___ Solving school problems and preventing dropping out
___ Preventing health problems
___ How to deal with stress
___ Raising children as a single parent
___ How to help my child develop her/his talents
___ Helping children take tests
___ Understanding middle schools
___ How to serve on a school committee or council
___ Other topics you want?_____

In the past year, did you attend a workshop at the school?

___ No ___ Yes On what topic? _____

Q-6. OVER THE PAST TWO YEARS, HOW MUCH HAS THE SCHOOL INVOLVED YOU AT SCHOOL AND AT HOME?

___ School involved me **less this year** than last
___ School involved me **about the same** in both years
___ School involved me **more this year** than last
___ My child **did not attend** this school last year

Q-7. ALL COMMUNITIES HAVE INFORMATION THAT WOULD HELP FAMILIES. WHICH SERVICES IN YOUR COMMUNITY WOULD YOU LIKE TO KNOW MORE ABOUT? CHECK THE INFORMATION YOU WANT.

___ Health care for children and families
___ Family counseling
___ Job training for parents/adults
___ Adult education
___ Parenting classes
___ Child care
___ After-school tutoring
___ After-school sports activities
___ Other after-school clubs or lessons to develop talents
___ Community service that children can do
___ Summer programs for children
___ Information on museums, shows, and events in the community
___ Other (describe the community information you need)_____
_____

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CENTER ON FAMILIES,
COMMUNITIES, SCHOOLS
& CHILDREN'S LEARNING

THE JOHNS HOPKINS UNIVERSITY 3505 NORTH CHARLES STREET BALTIMORE, MD 21218 410-516-0370 FAX 410-516-6370

February 21, 1994

Gloria A. Gregg
Director, Center for Community-School Development and Field Services
Montana State University
250 Reid Hall
Bozeman Montana 59717-0294

Dear Dr. Gregg

We are pleased to grant you permission to reproduce the surveys for teachers and parents --School and Family Partnerships: Surveys and Summaries (both versions: elementary/middle and high school) for use in your study of parent involvement in Montana Schools. We ask only that you give full reference to the original surveys in an unobtrusive footnote somewhere on your surveys and in all future written reports.

We are completing the development of scales and analyses of reliability for these surveys with our data, and they look very good. When we have a final set of reliabilities for the scales we select for our analyses, I will send them to you. We also will have a series of reports coming out on these data. I have added your name to our mailing list so that you will receive information about when they are available through our Center newsletters.

Earlier papers using similar questionnaires at the elementary and middle level are available, on the blue list, enclosed. The research papers are all based on earlier versions of the surveys.

Best of luck in your study, and please keep us posted on your results.

Sincerely,

Joyce L. Epstein
Co-Director/
Principal Research Scientist

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THE LAST QUESTIONS WILL HELP SCHOOLS PLAN NEW PROGRAMS TO MEET FAMILY NEEDS. PLEASE ANSWER THESE QUESTIONS ABOUT YOUR OLDEST CHILD IN THE 5-13 AGE GROUP IN PUBLIC SCHOOL.

Q-8. ABOUT HOMEWORK

a. About how much time DOES your child spend doing homework on most school days?

Minutes my child does homework on most school days: (Circle one.)

none 5-10 25-30 35-45 50-60 over 1 hour

b. How much time do you spend helping your child with homework on an average night?

Minutes of my time: none 5-10 15-20 25-30 35-45 50-60 over 1 hour

c. How much time **could you spend** working with your child if the teacher showed you what to do?

Minutes I could spend: none 5-10 15-20 25-30 35-45 50-60 over 1 hour

d. Do you have time on weekends to work with your child on projects or homework for school?

Yes_____ No_____

Q-9. ABOUT YOUR OLDEST CHILD IN THE 5-13 AGE GROUP AND FAMILY

a. How is your oldest child at this school doing in schoolwork?
- ___ TOP student
- ___ GOOD student
- ___ OK, AVERAGE student
- ___ FAIR student
- ___ POOR student

b. How does your oldest child at this school like school this year?
- ___ Likes school a lot
- ___ Likes school a little
- ___ Does not like school much
- ___ Does not like school at all

c. How often does your oldest child at this school promptly deliver notices home?
- ___ Always
- ___ Usually
- ___ Once in a while
- ___ Never

d. How often does your oldest child at this school complete all homework on time?
- ___ Always
- ___ Usually
- ___ Once in a while
- ___ Never

e. WHEN can you attend conferences, meetings, or workshops at the school? Check all that apply.
- _____ Morning
- _____ Afternoon
- _____ Evening
- _____ Cannot ever attend

f. How many adults live at home?
_____ Adults (include yourself)

g. How many children live at home?
_____ Children

h. What is your highest education? CHECK ONE.
- ___ Did not complete high school
- ___ Completed high school
- ___ Some college or training
- ___ College degree
- ___ Advanced College Degree

i. Are you employed now? CHECK ONE.
- ___ Employed full-time
- ___ Employed part-time
- ___ Not employed now

j. How do you describe yourself?
- ___ African American
- ___ Asian American
- ___ Native American
- ___ Hispanic American
- ___ White
- ___ Other _____

k. What is your yearly income?
- ___ Under $13,000
- ___ $13,001 to $25,000
- ___ $25,001 to $35,000
- ___ $35,001 to $50,000
- ___ Over $50,000

l. (1) Would you be willing to be interviewed by telephone to provide additional information about parent involvement?
____ YES ____ NO

(2) If yes, please provide your name and a telephone number where you can be reached.

Name _____
Work Telephone No. _____
Home Telephone No. _____

Q-10. WE WOULD LIKE TO HAVE YOUR IDEAS...

a. What is your greatest concern as a parent?

_____

_____

_____

_____

b. What school practice to involve parents has helped you most, and why?

_____

_____

_____

_____

c. What is one thing that you or your family could do to help this school?

_____

_____

_____

_____

d. What is the best thing that this school could do next year to help you with your child?

_____

_____

_____

_____

e. Any other ideas or suggestions?

_____

_____

_____

HIGH SCHOOL AND FAMILY PARTNERSHIPS

Parent Survey

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding
2. Write all responses on the questionnaire itself.
3. All responses are strictly confidential. The number on the return envelope is only for the purpose of follow-up if needed. The results will be reported as group data and no one individual will be identified.
4. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN MAY 31, 1994.**

Again, our sincere thanks for helping us out.

A. **Do you have one or more children between the ages of 14 and 18 enrolled in high school?** __ YES __ NO

If NO, please do **NOT** complete this questionnaire. Return it in the enclosed postage paid envelope.

B. **HOW MANY CHILDREN** ages 14-18 in your family go to high school **THIS YEAR?** (Circle how many.)

1 2 3 4 5 or more

C. What GRADES are they in? CIRCLE ALL of the grades of your children in this school.

9 10 11 12 Other (Specific_____)

D. This booklet should be answered by the **PARENT** or **GUARDIAN** who has the **MOST CONTACT** with the school about your oldest child aged 14 through 18.

Who is filling in the booklet? **PLEASE CHECK IF YOU ARE . . .**

__ mother	__ aunt	__ guardian
__ father	__ uncle	__ other relative
__ stepmother	__ grandmother	__ other (describe)
__ stepfather	__ grandfather	_____

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries**, Center on Families, Communities, Schools and Children's Learning, Johns Hopkins University.

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Q-2. PARENTS GET INVOLVED IN DIFFERENT WAYS WITH THEIR HIGH SCHOOL STUDENTS AT HOME. ABOUT HOW OFTEN HAVE YOU DONE THE FOLLOWING WITH YOUR TEENAGER THIS YEAR?

	Never	1-2 times	Monthly	Weekly	Every Day
a. Talk to my teen about school.	Never	1-2 times	Monthly	Weekly	Every Day
b. Listen to my teen read something that he/she wrote.	Never	1-2 times	Monthly	Weekly	Every Day
c. Talk about a homework assignment.	Never	1-2 times	Monthly	Weekly	Every Day
d. Help my teen with homework.	Never	1-2 times	Monthly	Weekly	Every Day
e. Discuss grades on tests and schoolwork.	Never	1-2 tines	Monthly	Weekly	Every Day
f. Check that my teen goes to school.	Never	1-2 times	Monthly	Weekly	Every Day
g. Talk about a TV show with my teen.	Never	1-2 times	Monthly	Weekly	Every Day
h. Help my teen solve a personal problem.	Never	1-2 times	Monthly	Weekly	Every Day
i. Help my teen plan time for homework, chores, and other responsibilities.	Never	1-2 times	Monthly	Weekly	Every Day
j. Talk with my teen about next year's courses.	Never	1-2 times	Monthly	Weekly	Every Day
k. Talk with my teen about future plans for college or work.	Never	1-2 times	Monthly	Weekly	Every Day
l. Tell my teen how important school is.	Never	1-2 times	Monthly	Weekly	Every Day
m. Attend a community event with my teen.	Never	1-2 times	Monthly	Weekly	Every Day

Q-3. PARENTS PARTICIPATE AT HIGH SCHOOLS IN DIFFERENT WAYS. HOW OFTEN HAVE YOU DONE THE FOLLOWING AT YOUR TEEN'S HIGH SCHOOL THIS YEAR?

This year how often did you . . .	Never	1-2 times	A few times	Many times
a. Go to a high school PTA/PTO meeting	Never	1-2 times	A few times	Many times
b. Help with fund raising for the high school	Never	1-2 times	A few times	Many times
c. Attend open house or back-to-school night	Never	1-2 times	A few times	Many times
d. Attend a parent-teacher conference	Never	1-2 times	A few times	Many times
e. Work as a volunteer at the high school	Never	1-2 times	A few times	Many times
f. Attend a committee meeting at this school	Never	1-2 times	A few times	Many times
g. Give the school information about special circumstances at home	Never	1-2 times	A few times	Many times
h. Thank someone at school for something he/she did for my teen	Never	1-2 times	A few times	Many times
i. Attend a high school sports event, play, concert, or other student performance	Never	1-2 times	A few times	Many times

Q-5. SINCE THE START OF SCHOOL LAST SEPTEMBER, HOW OFTEN HAS THE SCHOOL CONTACTED YOU ABOUT THE FOLLOWING? CIRCLE ONE CHOICE ON EACH LINE.

This year the high school contacted me about . . .	Never	1 time	2-3 times	4 or more times
a. My teen's grades	0	1	2-3	4 or more
b. The courses my teen can choose next year	0	1	2-3	4 or more
c. How I could help with fund raising	0	1	2-3	4 or more
d. How I could volunteer at the school	0	1	2-3	4 or more
e. Asking me to come to a sports event, show, concert, or other event	0	1	2-3	4 or more
f. Asking me for information about my teen	0	1	2-3	4 or more
g. The school's homework policies	0	1	2-3	4 or more

Q-6. HOW OFTEN DID YOUR TEENAGER'S TEACHER CONTACT YOU IN THESE WAYS?

	HOW OFTEN? Never	1 time	2-3 times	4 or more times
a. Memos or notices	0	1	2-3	4 or more
b. Phone calls	0	1	2-3	4 or more
c. Open house or back-to-school nights	0	1	2-3	4 or more
d. Informal meetings with teachers	0	1	2-3	4 or more
e. Formal parent-teacher conferences with one teacher	0	1	2-3	4 or more
f. With all of my teen's teachers	0	1	2-3	4 or more
g. Meetings in the community (not at school)	0	1	2-3	4 or more
h. Report card pick-ups by parent	0	1	2-3	4 or more
i. Visits at home by teachers or school staff	0	1	2-3	4 or more

Q-7. SCHOOLS GIVE INFORMATION IN DIFFERENT WAYS. CHECK THE WAYS THAT YOU, PERSONALLY, RECEIVED INFORMATION FROM THE HIGH SCHOOL THIS YEAR.

___ School newspaper (edited and written by students)
___ Newsletters for parents (from the principal)
___ Calendar of events, holidays, tests
___ Advance notice of special deadlines (e.g., for fees, trips, tests)
___ Interim reports about your teen's grades
___ Handbook on high school rules and programs
___ Directory of addresses and phone numbers of families in the school

Q-8 NOW THAT YOUR CHILD IS A TEENAGER, WHAT TOPICS WOULD YOU LIKE MORE INFORMATION ABOUT? CHECK ALL THAT YOU ARE INTERESTED IN.

___ How teenagers grow and develop
___ Peer pressure in adolescence
___ How to discipline teenagers
___ How to talk about teen health and sexual behavior
___ Preventing drug and alcohol use
___ Preventing teen suicide, runaways, and other serious problems
___ Helping teens study for tests
___ Improving report card grades
___ Doing better on homework
___ How to help my teen develop his/her talents
___ Planning for the future -- college or work
___ Preventing failure and dropping out
___ How to deal with stress
___ Adult education (such as GED)
___ Job training for parents
___ Learning more about using computers
___ Raising a teen as a single parent
___ Workshops that parents and students attend together on topics they choose
___ Other topics you want (write in)
_____

Q-9. WHEN CAN YOU ATTEND CONFERENCES, WORKSHOPS, MEETINGS, OR OTHER EVENTS AT SCHOOL? CHECK ALL THAT APPLY.

___ Early morning
___ Mid morning
___ Lunch time
___ Afternoon
___ Early evening
___ After dinner
___ Weekends
___ Cannot attend ever

Q-10. DO YOU NEED TRANSPORTATION OR CHILD CARE IN ORDER TO ATTEND MEETINGS OR CONFERENCES AT THE HIGH SCHOOL? CHECK ALL THAT APPLY.

___ No special needs
___ Transportation to and from school
___ Child care for young children at the school
___ Other needs (Describe)_____

Q-11. ALL COMMUNITIES HAVE INFORMATION THAT WOULD HELP FAMILIES. WHICH SERVICES IN YOUR COMMUNITY WOULD YOU LIKE TO KNOW MORE ABOUT? CHECK THE INFORMATION YOU WANT.

___ Health care for teens and for families
___ Social services
___ Job training for teens
___ Family counseling
___ Part-time jobs for teens
___ Summer jobs for teens
___ English language skills
___ Job training for parents/adults
___ Adult education
___ Parenting classes
___ Child care
___ After-school tutoring
___ After-school sports activities
___ Other after-school clubs or lessons to develop talents
___ Community service that teens do
___ Summer programs for teens
___ Information on museums, shows, and events in the community
___ Other (describe the community information you need)
_____

THE LAST FEW QUESTIONS WILL HELP SCHOOLS PLAN NEW PROGRAMS TO BETTER SERVE YOUR FAMILY AND FAMILIES LIKE YOURS AT HIGH SCHOOL.

Q-12. ABOUT YOUR OLDEST CHILD IN HIGH SCHOOL.

A. Is your teenager a boy or girl? ____ boy ____ girl

B. How old is your teenager? Date of birth: month ____ day ____ year ____

C. About how much time does your teen spend on homework on an average night?

My teenager usually does:

__ No homework
__ Less than one hour a night
__ One hour
__ Two hours
__ Three hours
__ Four or more hours a night

D. Which program is your teenager in at school?

__ College prep
__ Vocational or business
__ General
__ Other _____
__ Don't know or not sure

E. How is your teen doing in school this year?

__ mostly As -- Excellent student
__ mostly Bs -- Good student
__ mostly Cs -- Average student
__ mostly Ds -- Fair student
__ mostly Fs -- Poor student

F. How satisfied are you with your teen's progress in high school this year?

__ Very satisfied -- great year at school
__ Mostly satisfied -- good year
__ Pretty satisfied -- OK year
__ Mostly dissatisfied -- disappointing year
__ Very dissatisfied -- bad year at school

G. How much does your teenager like school this year?

__ Likes it **a lot**
__ Likes it **some**
__ Likes it **a little**
__ Does **not** like it **much**
__ Does **not** like it **at all**

H. How do you and your teen make most decisions?

__ As a parent I decide most rules for my teen.
__ We decide most rules together.
__ I leave most rules up to my teen to decide alone.

I. How much time could you spend working with your teen on homework on an average night? Minutes I could spend:
none 5-10 15-20 25-30 35-45 50-60 over 1 hour

J. Do you have time on the weekends to talk with your teen about schoolwork?

yes ____ no ____

K. How would you describe your teenager? Check one on each line.

My teenager . . .	NOT like my teen	A LITTLE like my teen	JUST LIKE my teen
a. Promptly delivers notices home from school.	____	____	____
b. Usually needs someone to tell him/her what to do.	____	____	____
c. Likes to make her/his own decisions.	____	____	____
d. Has many original ideas.	____	____	____
e. Does not like to be different from his/her friends.	____	____	____
f. Cannot get started on things without getting ideas from someone else.	____	____	____
g. Will find it hard to face the "real world" later on.	____	____	____
h. Makes good decisions without a parent's help.	____	____	____
i. Can be trusted on most things.	____	____	____
j. Acts more like a child than an adult.	____	____	____
k. Gives many suggestions and ideas at home.	____	____	____

L. Right now, how far do you think your teenager will go in school? My teen probably will:

___ Not graduate from high school
___ Graduate from high school
___ Get some college, other training, or enter the military
___ Complete 2-year college degree
___ Complete 4-year college degree
___ Go past college for an advanced degree

Q-13. ABOUT YOUR FAMILY

a. How many adults live at home? ___(include yourself)

b. How many children live at home? ___(include your teenager)

c. What is your education?

___ Did not complete high school
___ High school diploma
___ Some college or training
___ College degree
___ Advanced degree

d. How did you like high school when you were a teen? (Check one.)

___ Did not go to high school
___ Liked it a lot
___ Liked it some
___ Liked it a little
___ Did not like it much
___ Did not like it at all

e. Are you employed now?

___ Employed full-time
___ Employed part-time
___ Not employed now

f. How do you describe yourself?

___ African American
___ Asian American
___ Hispanic American
___ Native American
___ White
___ Other_____

g. What is your annual income?

___ Under $13,000
___ $13,001 to $25,000
___ $25,001 to $35,000
___ $35,001 to $50,000
___ Over $50,000

h. (1) Would you be willing to be interviewed by telephone to provide additional information about parent involvement?

___ YES ___ NO

(2) If yes, please provide your name and a telephone number where you can be reached.

Name _____
Address _____
Work telephone No. _____ Home telephone No._____

TO CONCLUDE, WE WOULD VERY MUCH LIKE YOUR OPINIONS ON A FEW QUESTIONS.

a. What are your two greatest concerns as a parent of a teenager?

1. _____

2. _____

b. What school activity to involve parents has helped you most, and why?

_____

_____

_____

c. Looking back on THIS YEAR, what could the school have done to help you and your teenager?

_____

_____

_____

d. Looking ahead to NEXT YEAR, what is the best thing this high school could do to help you become more involved in your teenager's education?

_____

_____

_____

e. What is one thing your family could do to help this school next year?

_____

_____

_____

f. Any other ideas or suggestions you would like to add?

_____

_____

_____

April 20, 1994

Dear Elementary/Middle School Teacher:

Most educators would agree that finding ways to effectively involve parents and other community members in public schools is a critical issue. How this might be accomplished in Montana is the focus of a current study being conducted by the Center for Community-School Development and Field Services at MSU. This information will be utilized to develop a set of recommendations for action in Montana. **To do this, we need your help!**

Over the next 2-3 months, we will be seeking information from selected school administrators, school board members, teachers and parents. Input from all of these groups is important so please take about 15-20 minutes to complete and return the enclosed questionnaire.

To insure confidentiality, MEA is working with us to mail the questionnaires. Be assured that the results will only be presented as group data. No one individual or school will be identified. The return envelope is coded but this is only so any necessary follow-up.

A postage paid, pre-addressed envelope is enclosed for you to use in returning the completed questionnaire. If at all possible, we would like the questionnaire back by **MAY 1, 1994.**

If you are interested in receiving a copy of the results, please print your name and mailing address on the back of the envelope. Do not put it on the questionnaire.

Thank you very much for helping us with this important project. If you have any questions, please don't hesitate to call us at 994-6984.

Sincerely,

Gloria A. Gregg
Director

Cheryl Johannes
Research Assistant

PARENT INVOLVEMENT IN MONTANA SCHOOLS

-ELEMENTARY/MIDDLE SCHOOL TEACHERS-

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding.

2. Write all responses **on the questionnaire itself.**

3. All responses are strictly confidential. The code on the return envelopes is only for the purposes of follow-up if needed. The results will be reported as group data and no one individual will be identified.

4. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN MAY 1.**

Again, our sincere thanks for helping us out.

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, Schools and Children's Learning, Johns Hopkins University.

Q- 1. THE FIRST QUESTIONS ASK FOR YOUR PROFESSIONAL JUDGMENT ABOUT PARENT INVOLVEMENT. PLEASE CIRCLE THE ONE CHOICE FOR EACH ITEM THAT BEST REPRESENTS YOUR OPINION AND EXPERIENCE

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Parent involvement is important for a good school.	SD	D	A	SA
b. Most parents know how to help their children on school work at home.	SD	D	A	SA
c. This school has an active and effective parent organization (e.g., PTA or PTO).	SD	D	A	SA
d. Every family has some strengths that could be tapped to increase student success in school.	SD	D	A	SA
e. All parents could learn ways to assist their children on school work at home, if shown how.	SD	D	A	SA
f. Parent involvement can help teachers be more effective with more students.	SD	D	A	SA
g. Teachers should receive recognition for time spent on parent involvement activities.	SD	D	A	SA
h. Parents of children at this school want to be involved more than they are now at most grade levels.	SD	D	A	SA
i. Teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
j. Teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
k. Parent involvement is important for student success in school.	SD	D	A	SA
l. This school views parents as important partners.	SD	D	A	SA
m. The community values education for all students.	SD	D	A	SA
n. This school is known for trying new and unusual approaches to improve the school.	SD	D	A	SA
o. Mostly when I contact parents, it's about problems or trouble.	SD	D	A	SA
p. In this school, teachers play a large part in most decisions.	SD	D	A	SA
q. The community supports this school.	SD	D	A	SA
r. Compared to other schools, this school has one of the best school climates for teachers, students, and parents.	SD	D	A	SA

Q-2. TEACHERS CONTACT THEIR STUDENTS' FAMILIES IN DIFFERENT WAYS. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES THAT YOU CONTACTED THIS YEAR IN THESE WAYS:

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	All
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	All
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	All
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	All
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	All
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	All
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	All
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	All

Q-3. SOME TEACHERS INVOLVE PARENTS (OR OTHERS) AS VOLUNTEERS AT THE SCHOOL BUILDING. PLEASE CHECK THE WAYS THAT YOU USE VOLUNTEERS IN YOUR CLASSROOM AND IN YOUR SCHOOL THIS YEAR. (CHECK ALL THAT APPLY IN COLUMNS A AND B.)

A. In my CLASSROOM, volunteers.....

_ (a) I do NOT use classroom volunteers
_ (b) Listen to children read aloud
_ (c) Read to the children
_ (d) Grade papers
_ (e) Tutor children in specific skills
_ (f) Help on trips or at parties
_ (g) Give talks (e.g., on careers, hobbies, etc.)
_ (h) Other ways (please specify)_____

B. In our SCHOOL, volunteers.....

_ (a) Are NOT USED in the school now
_ (b) Monitor halls, cafeteria, or other areas
_ (c) Work in the library, computer lab, or other area
_ (d) Teach mini-courses
_ (e) Teach enrichment or other lessons
_ (f) Lead clubs or activities
_ (g) Check attendance
_ (h) Work in "parent room"
_ (i) Other ways (please specify)_____

THIS YEAR, how many volunteers or aides help in your classroom or school?

C. Number of different volunteers who assist me in a typical week = _____

D. Do you have paid aides in your classroom? ___NO ___YES (how many? ____

E. Number of different volunteers who work anywhere in the school in an average week = _____ (approximately)

Q-4. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES WHO DID THE FOLLOWING THIS YEAR:

a. Attend workshops regularly at school	0%	5%	10%	25%	50%	75%	90%	100%
b. Check daily that child's home work is done	0%	5%	10%	25%	50%	75%	90%	100%
c. Practice school work in the summer	0%	5%	10%	25%	50%	75%	90%	100%
d. Attend PTA/PTO meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
e. Attend parent-teacher conferences with you	0%	5%	10%	25%	50%	75%	90%	100%
Understand enough to help their child at home:								
f. ...reading skills at your grade level	0%	5%	10%	25%	50%	75%	90%	100%
g. ...writing skills at your grade level	0%	5%	10%	25%	50%	75%	90%	100%
h. ...math skills at your grade level	0%	5%	10%	25%	50%	75%	90%	100%

Q-5. SCHOOLS SERVE DIVERSE POPULATIONS OF FAMILIES WHO HAVE DIFFERENT NEEDS AND SKILLS. THE NEXT QUESTIONS ASK FOR YOUR JUDGMENT ABOUT SPECIFIC WAYS OF INVOLVING FAMILIES AT YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE TO TELL WHETHER YOU THINK EACH TYPE OF INVOLVEMENT IS:

NOT IMPORTANT	=> NOT IMP	(Means this IS NOT part of your school now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this IS NOT part of your school now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=> IMPRV	(Means this IS part of your school, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this IS a STRONG program for most parents AT ALL GRADE LEVELS at your school.)

TYPE OF INVOLVEMENT	AT THIS SCHOOL...			
a. WORKSHOPS for parents to build skills in PARENTING and understanding their children at each grade level.	NOT IMP	DEV	IMPRV	STRONG
b. WORKSHOPS for parents on creating HOME CONDITONS FOR LEARNING.	NOT IMP	DEV	IMPRV	STRONG
c. COMMUNICATIONS from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. COMMUNICATIONS about report cards so that parents understand students' progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher CONFERENCES with all families.	NOT IMP	DEV	IMPRV	STRONG
f. SURVEYING parents each year for their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
g. VOLUNTEERS in classrooms to assist teachers and students.	NOT IMP	DEV	IMPRV	STRONG
h. VOLUNTEERS to help in other (non-classroom) parts of the school.	NOT IMP	DEV	IMPRV	STRONG
i. INFORMATION on how to MONITOR homework	NOT IMP	DEV	IMPRV	STRONG
j. INFORMATION for parents on HOW TO HELP their children with specific skills and subjects.	NOT IMP	DEV	IMPRV	STRONG
k. Involvement by families in PTA/PTO leadership, other COMMITTIES, or other decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Programs for AFTER-SCHOOL ACTIVITIES, recreation, and homework help.	NOT IMP	DEV	IMPRV	STRONG

Q-6. TEACHERS CHOOSE AMONG MANY ACTIVITIES TO ASSIST THEIR STUDENTS AND FAMILIES. CIRCLE ONE CHOICE TO TELL HOW IMPORTANT EACH OF THESE IS FOR YOU TO CONDUCT AT YOUR GRADE LEVEL.

	HOW IMPORTANT IS THIS PRACTICE TO YOU?			
	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Have a conference with each of my students' parents at least once a year.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
b. Attend evening meetings, performances, and workshops at school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
c. Contact parents about their children's problems or failures.	NOT IMP	A LITILE IMP	PRETTY IMP	VERY IMP
d. Inform parents when their children do something well or improve.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
e. Involve some parents as volunteers in my classroom.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
f. Inform parents of the skills their children must pass in each subject I teach.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
g. Inform parents how report card grades are earned in my class.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERYIMP
h. Provide specific activities for children and parents to do to improve students' grades.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
i. Provide ideas for discussing TV shows.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
j. Assign homework that requires children to interact with parents.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
k. Suggest ways to practice spelling or other skills at home before a test.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
l. Ask parents to listen to their children read.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
m. Ask parents to listen to a story or paragraph that their children write.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
n. Work with other teachers to develop parent involvement activities and materials.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
o. Work with community members to arrange learning opportunities in my class.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
p. Work with area businesses for volunteers to improve programs for my students.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
q. Request information from parents on their children's talents, interests, or needs.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
r. Serve on a PTA/PTO or other school committee.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP

Q-7. THE NEXT QUESTIONS ASK FOR YOUR OPINIONS ABOUT THE ACTIVITIES THAT YOU THINK SHOULD BE CONDUCTED BY THE PARENTS OF THE CHILDREN YOU TEACH. CIRCLE THE CHOICE THAT BEST DESCRIBES THE IMPORTANCE OF THESE ACTIVITIES AT YOUR GRADE LEVEL.

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Send children to school ready to learn.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
b. Teach children to behave well.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
c. Set up a quiet place and time for studying at home.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
d. Encourage children to volunteer in class.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
e. Know what children are expected to learn each year.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
f. Check daily that homework is done.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to children about what they are learning in school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
h. Ask teachers for specific ideas on how to help their children at home with classwork.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to teachers about problems the children are facing at home.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
j. Attend PTA/PTO meetings.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
k. Serve as a volunteer in the school or classroom.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
l. Attend assemblies and other special events at the school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
m. Take children to special places or events in the community.	NOT IMP.	A LITTLE IMP	PRETTY IMP	VERY IMP
n. Talk to children about the importance of school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP

Q-8. THE NEXT QUESTION ASKS HOW YOU PERCEIVE OTHERS' SUPPORT FOR PARENT INVOLVEMENT IN YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE ON EACH LINE. HOW MUCH SUPPORT DOES EACH GIVE NOW TO PARENT INVOLVEMENT?

	Strong Support	Some Support	Weak Support	No Support
a. You, personally	STRONG	SOME	WEAK	NONE
b. Other teachers	STRONG	SOME	WEAK	NONE
c. The principal	STRONG	SOME	WEAK	NONE
d. Other administrators	STRONG	SOME	WEAK	NONE
e. Parents	STRONG	SOME	WEAK	NONE
f. Others in community	STRONG	SOME	WEAK	NONE
g. The school board	STRONG	SOME	WEAK	NONE
h. The district superintendent	STRONG	SOME	WEAK	NONE

Q-9. OVER THE PAST TWO YEARS, HOW MUCH HAS THE SCHOOL INVOLVED PARENTS AT SCHOOL AND AT HOME?

_____ School involved parents **less this year** than last
_____ School involved parents **about the same** in both years
_____ School involved parents **more this year** than last
_____ Don't know, **I did not teach** at this school last year

The last questions ask for general information about you, your students, and the classes you teach. This will help us understand how new practices can be developed to meet the needs of particular schools, teachers, and students.

Q 10
YOUR STUDENTS AND TEACHING!

A. What grade(s) do you teach THIS YEAR? (Circle all that apply.)
PreK K 1 2 3 4 5 6 7 8
If you do not teach, give your position:_____

B. How many **different students** do you teach each day, on average? _____

C. Which best describes your teaching responsibility? (CHECK ONE)

__1. I teach several subjects to ONE SELF-CONTAINED CLASS.
__2. I teach ONE subject to SEVERAL DIFFERENT CLASSES of students in a departmentalized program.
__3. I teach MORE THAN ONE subject to MORE THAN ONE CLASS in a semi-departmental or other arrangement.
__4. Other (please describe):_____

D. Check the subject(s) you teach in an average week (PLEASE CHECK ALL THAT APPLY):

__(a) Reading	__(e) Social Studies	__(i) Advisory	__(m) Other (describe)
__(b) Language Arts/English	__(f) Health	__(j) Physical Education	_____
__(c) Math	__(g) Art	__(k) Home Economics	
__(d) Science	__(h) Music	__(l) Industrial Arts	

E. Do you work with other teachers on a formal, interdisciplinary team? __No __Yes
If YES, do you have a common planning time with all of the teachers on your team? __No __Yes

F. On average, how many minutes of homework do you assign on most school days?
none 5-10 25-30 35-45 50-60 over 1 hour
Do you typically assign homework on weekends?
yes____ no_____

G. About how many hours each week, on average, do you spend contacting parents?
_____ None
_____ Less than one hour
_____ One hour
_____ Two hours
_____ Three hours or more

H. About what percent of your students are:
____% African American
____% Asian American
____% Hispanic American
____% Native American
____% White
____% Other _____
100%

I. **About how many of your students are in (circle the estimate that comes closest):**

Chapter 1	0%	10%	20%	30-50%	60-80%	90-100%
Special education	0%	10%	20%	30-50%	60-80%	90-100%
Gifted and Talented	0%	10%	20%	30-50%	60-80%	90-100%
Free or reduced lunch	0%	10%	20%	30-50%	60-80%	90-100%

J. About what percent of your students are:
__% **Above average** in achievement
__% **Average** in achievement
__% **Below average** in achievement

K. About what percent of your students:
__% Promptly deliver memos or notices home from the school
__% Complete all of their homework on time

L. What is the size of your district according Montana High School Association classification?
__ Class AA __ Class A __ Class B __ Class C __ Elementary District Only

Q-11. YOUR EXPERIENCE AND BACKGROUND

A. What is your experience?
___(a) Years in teaching
___(b) Years in **this school**

B. What is your gender?
__ Male
__ Female

C. What is your highest level of education?
__ Bachelor's
__ Bachelor's + credits
__ Masters
__ Master's + credits
__ Specialist
__ Docorate
__ Other (describe)_____

D. How do you describe yourself?
__ African American
__ Asian Amencan
__ Hispanic American
__ Native American
__ White
__ Other _____

E. Have you had training in working with parents and other community members?

___ No
___ Yes (If yes, where)
___ College Preparatory
___ Workshops/Conferences
___ Other(specify)_____

F. (a) Would you be willing to be interviewed by telephone to provide additional information about parent involvement?

___ Yes ___ No

(b) If yes, please provide your name and a telephone number where you can be reached.

Name _____
School District where employed_____
Work Telephone No. _____
Home Telephone No. _____

O-12. OPTIONAL: We would value your ideas on the following questions if you have a few more minutes.

a. What is the most successful practice to involve parents that you have used or that you have heard about?

_____

_____

_____

b. In what ways could better partnerships with families help you as a teacher?

_____

_____

_____

c. In what ways could better partnerships with the community help you as teachers?

_____

_____

_____

d. In what ways has parent involvement changed over the past year or two at this school? Give examples.

_____

_____

_____

e. Do you have any other ideas or comments that you would like to add? (Feel free to add other pages.)

_____

_____

_____

April 20, 1994

Dear High School Teacher:

Most educators would agree that finding ways to effectively involve parents and other community members in public schools is a critical issue. How this might be accomplished in Montana is the focus of a current study being conducted by the Center for Community-School Development and Field Services at MSU. This information will be utilized to develop a set of recommendations for action in Montana. **To do this, we need your help!**

Over the next 2-3 months, we will be seeking information from selected school administrators, school board members, teachers and parents. Input from all of these groups is important so please take about 15-20 minutes to complete and return the enclosed questionnaire.

To insure confidentiality, MEA is working with us to mail the questionnaires. Be assured that the results will only be presented as group data. No one individual or school will be identified. The return envelope is coded but this is only so any necessary follow-up.

A postage paid, pre-addressed envelope is enclosed for you to use in returning the completed questionnaire. If at all possible, we would like the questionnaire back by **MAY 1, 1994**.

If you are interested in receiving a copy of the results, please print your name and mailing address on the back of the envelope. Do not put it on the questionnaire.

Thank you very much for helping us with this important project. If you have any questions, please don't hesitate to call us at 994-6984.

Sincerely,

Gloria A. Gregg
Director

Cheryl Johannes
Research Assistant

PARENT INVOLVEMENT IN MONTANA SCHOOLS

-HIGH SCHOOL TEACHERS-

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding.

2. Write all responses **on the questionnaire itself.**

3. In general your responses should take into consideration the parents of all your students.

4. All responses are strictly confidential. The code on the return envelopes is only for the purposes of follow-up if needed. The results will be reported as group data and no one individual will be identified.

5. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN MAY 1.**

Again, our sincere thanks for helping us out.

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, Schools and Children's Learning, Johns Hopkins University.

Q-1. This question asks for your professional judgment about parent involvement. **Please circle one choice for each item** that best represents your opinion and experience.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Parent involvement is important for a good high school.	SD	D	A	SA
b. Most parents of high school students do not know how to talk with their teens about schoolwork at home.	SD	D	A	SA
c. High schools should have an active parent organization (e.g., PTA or PTO).	SD	D	A	SA
d. Every family has some strengths that could be tapped to increase their teen's success in high school.	SD	D	A	SA
e. All parents could learn ways to assist their teens on school work at home, if shown how.	SD	D	A	SA
f. Parent involvement can increase teacher effectiveness.	SD	D	A	SA
g. Parents of students at this school want to be involved more than they are now.	SD	D	A	SA
h. High school teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
i. High school teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
j. Parent involvement is important for student success in high school.	SD	D	A	SA
k. This school views parents as important partners.	SD	D	A	SA
l. The community values education for al	SD	D	A	SA
m. The community supports this high school.	SD	D	A	SA
n. Involving families is a responsibility of teachers.	SD	D	A	SA
o. It is not necessary for parents of high school students to be involved in their teen's education.	SD	D	A	SA
p. High school students are important members of school and family partnerships.	SD	D	A	SA
q. This high school is known for trying new things to improve the school.	SD	D	A	SA
r. In this school, teachers play a large part in most	SD	D	A	SA
s. This high school is one of the best for teachers, students, and parents.	SD	D	A	SA

Q-2. School Districts serve diverse populations of families with different needs and skills. The next questions ask for your judgment about specific ways of involving families of your district. Circle one choice to tell whether you think each type of involvement is:

NOT IMPORTANT	=> NOT IMP	(Means this is not part of your program for parents OF NINTH GRADERS at your high school now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this is not part of your high school now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=>IMPRV	(Means this is part of your high school, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this is a STRONG program for most parents in your district.)

a. Information to parents on Parenting skills and adolescent development.	NOT IMP	DEV	IMPRV	STRONG
b. Surveys of parents each year on their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
c. Communications from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. Communications about report cards so that parents understand their teen's progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher conferences with all families.	NOT IMP	DEV	IMPRV	STRONG
f. Parent and other volunteers at the school.	NOT IMP	DEV	IMPRV	STRONG
g. Information to assist parents to monitor their teen's homework.	NOT IMP	DEV	IMPRV	STRONG
h. Information to assist parents to talk with their teen about class work, skills, and subjects.	NOT IMP	DEV	IMPRV	STRONG
i. Homework for students that requires them to talk with someone at home about their class work.	NOT IMP	DEV	IMPRV	STRONG
j. Information to parents on how to help their teen plan for education or employment beyond high school.	NOT IMP	DEV	IMPRV	STRONG
k. Participation by families in PTA/PTO, other committees, and decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Committees involving parents to review the high school curriculum.	NOT IMP	DEV	IMPRV	STRONG
m. Committees involving parents to review school policies.	NOT IMP	DEV	IMPRV	STRONG
n. Business and community partnerships to enrich school programs.	NOT IMP	DEV	IMPRV	STRONG

Q-3. School districts choose among many activities to assist their students. Please circle one choice of how important it is for your teachers to conduct each of the following activities with students.

	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Have at least one conference with a parent of each of my students.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Include students in conferences with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Attend evening meetings and performances of my students at school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Contact parents when their teen has problems or failures.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Inform parents when their teen does something well or improves.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP
f. Involve parents as volunteers.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP
g. Inform parents of the skills required to pass my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Inform parents how students earn report card grades in my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Provide ideas to help parents talk with their teen about what they learn in my class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Provide specific activities that parents can do to help students improve their grades.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Assign homework that requires students to talk with someone at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Work with other teachers to develop parent involvement activities and materials.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Work on school policy committees with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Request information from parents about their teen's talents, interests, or needs.	NOT IMP	LITTL IMP	PRETTY IMP	VERY IMP
o. Work with businesses for volunteers, donations, or other resources to improve programs for my students.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP

Q-4. School districts contact their students' families in different ways. Please estimate the percent of your students' families your teachers contacted or met in this way this year.

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	ALL
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	ALL
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	ALL
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	ALL
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	ALL
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	All
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	All
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	ALL

Q-5. This question asks for your opinions about activities that you think should be conducted by the parents of students in your district. Circle the choice that best describes the importance of these activities for students in your district.

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Set up a quiet place and time for studying at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Know what their teen is expected to learn each year.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Check regularly that homework is done.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Talk with their teen at home about what they are learning in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Encourage teen to participate in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Ask teachers for specific ideas on how to talk with their teen about homework.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to teachers about problems their teen is facing at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Attend assemblies and other special events at the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to their teen about the importance of school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Monitor their teen's progress and needs in each subject.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Help their teen balance homework, home chores, and outside activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Volunteer to help the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Join a parent organization or school Committee.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Encourage their teen to participate in community activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Help their teen plan for future work or schooling.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

Q-6. Estimate the percent of families in your district who did the following this year.

a. Supervise their teen's behavior	0	5%	10%	25%	50%	75%	90%	100%
b. Attend parent-teacher conferences	0%	5%	10%	25%	50%	75%	90%	100%
c. Attend sports or music events or other assemblies	0%	5%	10%	25%	50%	75%	90%	100%
d. Talk to their teen regularly about classwork	0%	5%	10%	25%	50%	75%	90%	100%
e. Joined the PTA/PTO/PTSA/booster clubs and attend meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
f. Know and use services in the community to assist their families	0%	5%	10%	25%	50%	75%	90%	100%

IQ-7- The next question asks how you perceive others' support of parent involvement in your school. Please circle one choice for each.

How much support does each give now to parent involvement?	**STRONG SUPPORT**	**SOME SUPPORT**	**WEAK SUPPORT**	**NO SUPPORT**
a. You, personally	STRONG	SOME	WEAK	NO
b. Teachers	STRONG	SOME	WEAK	NO
c. Principals	STRONG	SOME	WEAK	NO
d. Other administrators	STRONG	SOME	WEAK	NO
e. Counselors	STRONG	SOME	WEAK	NO
f. Parents	STRONG	SOME	WEAK	NO
g. The community	STRONG	SOME	WEAK	NO
h. (Other) School board members	STRONG	SOME	WEAK	NO
i. The superintendent (if you are a school board member)	STRONG	SOME	WEAK	NO

Q-8. How would you describe this district's community on these issues? Circle one on each line.

a. Unemployment	major problem	minor problem	not a problem
b. Crime	major problem	minor problem	not a problem
c. Drug use	major problem	minor problem	not a problem
d. Teen gangs	major problem	minor problem	not a problem
e. Homelessness	major problem	minor problem	not a problem
f. Teen parenthood	major problem	minor problem	not a problem
g. Mobility of families	major problem	minor problem	not a problem

Q-9. The last questions ask for general information about you, your students, and your district. This will help identify how new practices can be developed to meet the diverse needs of school, teachers, students, and families.

A. Position: ____Superintendent ____Principal ____School Board Member ____Other_____

B. Do you supervise any extra-curricular activities?
___No
___Yes (which ones)_____

C. About how many hours each week, on average, do you spend contacting parents and other community members?
____Less than one hour ____One hour ____Two hours ____Three or more hours

D. About what percent of your students are:
____% (a) African American
____% (b) Asian American
____% (c) Hispanic American
____% (d) Native American
____% (e) White
____% (f) Other_____
100%

E. About how many of your students are in (circle the estimate that comes closest):

____% Special Education	0%	10%	20%	30-50%	60-80%	90-100%
____% Bilingual/ESL	0%	10%	20%	30-50%	60-80%	90-100%
____% Honors, AP, or Gifted	0%	10%	20%	30-50%	60-80%	90-100%
____% At risk of not graduating	0%	10%	20%	30-50%	60-80%	90-100%
____% Free or reduced lunch	0%	10%	20%	30-50%	60-80%	90-100%

F. About what percent of your students are:
____% (a) **Above average** in achievement
____% (b) **Average** in achievement
____% (c) **Below Average** in achievement

G. About what percent of your students are:
____% (a) Promptly deliver memos or notices home from the school
____% (b) Complete all their homework on time

H. What is the size of your school district according to the Montana High School Association classification?
____Class AA ____Class A ____Class B ____Class C ____Elementary District only

Q-10. YOUR EXPERIENCE AND BACKGROUND

A. What is your experience?
_____(a) Years of experience in administration____
_____(b) Years in this school district

B. What is your gender?
____ (a) Male
____ (b) Female

C. What is your highest education?
_____(a) Bachelor's
_____(b) Bachelor's + credits

_____(c) Master's

_____(d) Master's + credits

_____(e) Doctorate

_____(f) Other (Describe)_____

D. What is the size of this school district according to Montana High School Association classification?

____Class AA

___Class A

____Class B

____Class C

____Elementary District only

F. How do you describe yourself?

_____(a) African American

_____(b) Asian American

_____(c) Hispanic American

_____(d) Native American

_____(e) White

_____(f) Other (Describe)_____

G. Have you had training in working with parents?

____No

____Yes, Describe_____

We would value your ideas on the following questions, if you can take a few more minutes to help.

a. **What is the most successful practice to involve parents** that you have used or that you have heard about?

_____

_____

b. In what ways could better partnerships with families help you as an administrator/policymaker?

_____

_____

c. In what ways could better partnerships with the community help you as an administrator/policymaker?

_____

_____

d. To strengthen home-school partnerships, what do schools need to know about students' families that you do not know now?

_____

_____

e. What obstacles do you see in building stronger links between families and schools at your school?

_____

_____

f. Do you have any other ideas or suggestions that you would like to add? (Feel free to add other pages with your comments.)

_____

_____

April 4, 1994

Dear School Administrator:

Most educators would agree that finding ways to effectively involve parents and other community members in public schools is a critical issue. How this might be accomplished in Montana is the focus of a current study being conducted by the Center for Community-School Development and Field Services at MSU. This information will be utilized to develop a set of recommendations for action in Montana.

Over the next 2-3 months, we will be seeking information from selected school administrators, school board members, teachers and parents. Input from all of these groups is important so please take about 15-20 minutes to complete and return the enclosed questionnaire.

Be assured that the results will only be presented as group data. No one individual or school will be identified. The return envelope is coded but this is only so we can do any necessary follow-up.

A postage paid, pre-addressed envelope is enclosed for you to use in returning the completed questionnaire. If at all possible, we would like the questionnaire back by April 18, 1994 .

If you are interested in receiving a copy of the results, please print your name and mailing address on the back of the envelope. Do not put it on the questionnaire.

Thank you very much for helping us with this important project. If you have any questions, please don't hesitate to call us at 994-6984.

Sincerely,

Gloria A. Gregg
Director

Cheryl Johannes
Research Assistant

PARENT INVOLVEMENT IN MONTANA SCHOOLS

-ELEMENTARY/MIDDLE SCHOOL PRINCIPALS-

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding.

2. Write all responses **on the questionnaire itself.**

3. All responses are strictly confidential. The code on the return envelopes is only for the purposes of follow-up if needed. The results will be reported as group data and no one individual will be identified.

4. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN APRIL 18.**

Again, our sincere thanks for helping us out.

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, Schools and Children's Learning, John Hopkins University.

Q-1. THE FIRST QUESTIONS ASK FOR YOUR PROFESSIONAL JUDGMENT ABOUT PARENT INVOLVEMENT. PLEASE CIRCLE THE ONE CHOICE FOR EACH ITEM THAT BEST REPRESENTS YOUR OPINION AND EXPERIENCE.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	Parent involvement is important for a good school.	SD	D	A	SA
b.	Most parents know how to help their children on school work at home.	SD	D	A	SA
c.	This school has an active and effective parent organization (e.g., PTA or PTO).	SD	D	A	SA
d.	Every family has some strengths that could be tapped to increase student success in school.	SD	D	A	SA
e.	All parents could learn ways to assist their children on school work at home, if shown how.	SD	D	A	SA
f.	Parent involvement can help teachers be more effective with more students.	SD	D	A	SA
g.	Teachers should receive recognition for time spent on parent involvement activities.	SD	D	A	SA
h.	Parents of children at this school want to be involved more than they are now at most grade levels.	SD	D	A	SA
i.	Teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
j.	Teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
k.	Parent involvement is important for student success in school.	SD	D	A	SA
l.	This school views parents as important partners.	SD	D	A	SA
m.	The community values education for all students.	SD	D	A	SA
n.	This school is known for trying new and unusual approaches to improve the school.	SD	D	A	SA
o.	Mostly when I contact parents, it's about problems or trouble.	SD	D	A	SA
p.	In this school, teachers play a large part in most decisions.	SD	D	A	SA
q.	The community supports this school.	SD	D	A	SA
r.	Compared to other schools, this school has one of the best school climates for teachers, students, and parents.	SD	D	A	SA

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Q-2. PRINCIPALS CONTACT THEIR STUDENTS' FAMILIES IN DIFFERENT WAYS. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES THAT YOU CONTACTED THIS YEAR IN THIS WAY.

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	All
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	All
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	All
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	All
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	All
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	All
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	All
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	All

Q-3. SOME PRINCIPALS INVOLVE PARENTS (OR OTHERS) AS VOLUNTEERS AT THE SCHOOL BUILDING. PLEASE CHECK THE WAY THAT YOUR SCHOOL USED VOLUNTEERS IN YOUR CLASSROOMS AND IN YOUR SCHOOL THIS YEAR. (CHECK ALL THAT APPLY IN COLUMNS A AND B.)

A. In the CLASSROOM, volunteers.....

____ (a) We do NOT use classroom volunteers
____ (b) Listen to children read aloud
____ (c) Read to the children
____ (d) Grade papers
____ (e) Tutor children in specific skills
____ (f) Help on trips or at parties
____ (g) Give talks (e.g., on careers, hobbies, etc.)
____ (h) Other ways (please specify)_____

B. In our SCHOOL, volunteers.....

____ (a) Are NOT USED in the school now
____ (b) Monitor halls, cafeteria, or other areas
____ (c) Work in the library, computer lab, or other area
____ (d) Teach mini-courses
____ (e) Teach enrichment or other lessons
____ (f) Lead clubs or activities
____ (g) Check attendance
____ (h) Work in "parent room"
____ (i) Other ways (please specify)_____

THIS YEAR, how many volunteers or aides help in your classrooms or in the school?

C. Number of different volunteers who assist in this school in a typical week _____

D. Do you have paid aides in your classrooms or school? ___NO ___YES (how many?_____)

Q-4. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES WHO DID THE FOLLOWING THIS YEAR.

a. Attend workshops regularly at school	0%	5%	10%	25%	50%	75%	90%	100%
b. Check daily that child's homework is done	0%	5%	10%	25%	50%	75%	90%	100%
c. Practice schoolwork in the summer	0%	5%	10%	25%	50%	75%	90%	100%
d. Attend PTA meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
e. Attend parent-teacher conferences with you	0%	5%	10%	25%	50%	75%	90%	100%
Understand enough to help their child at home:								
f. ...reading skills at grade level	0%	5%	10%	25%	50%	75%	90%	100%
g. ...writing skills at grade level	0%	5%	10%	25%	50%	75%	90%	100%
h. ...math skills at grade level	0%	5%	10%	25%	50%	75%	90%	100%

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Q-5. **SCHOOLS SERVE DIVERSE POPULATIONS OF FAMILIES WHO HAVE DIFFERENT NEEDS AND SKILLS. THE NEXT QUESTIONS ASK FOR YOUR JUDGMENT ABOUT SPECIFIC WAYS OF INVOLVING FAMILIES AT YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE TO TELL WHETHER YOU THINK EACH TYPE OF INVOLVEMENT IS:**

NOT IMPORTANT	=> NOT IMP	(Means this IS NOT part of your school now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this IS NOT part of your school now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=> IMPRV	(Means this IS part of your school, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this IS a STRONG program for most parents AT ALL GRADE LEVELS at your school.)

TYPE OF INVOLVEMENT
AT THIS SCHOOL....

a. WORKSHOPS for parents to build skills in PARENTING and understanding their children at each grade level.	NOT IMP	DEV	IMPRV	STRONG
b. WORKSHOPS for parents on creating HOME CONDITIONS FOR LEARNING.	NOT IMP	DEV	IMPRV	STRONG
c. COMMUNICATIONS from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. COMMUNICATIONS about report cards so that parents understand students' progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher CONFERENCES with all families.	NOT IMP	DEV	IMPRV	STRONG
f. SURVEYING parents each year for their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
g. VOLUNTEERS in classrooms to assist teachers and students.	NOT IMP	DEV	IMPRV	STRONG
h. VOLUNTEERS to help in other (non-classroom) parts of the school.	NOT IMP	DEV	IMPRV	STRONG
i. INFORMATION on how to MONITOR homework.	NOT IMP	DEV	IMPRV	STRONG
j. INFORMATION for parents on HOW TO HELP their children with specific skills and subjects.	NOT IMP	DEV	IMPRV	STRONG
k. Involvement by families in PTA/PTO leadership, other COMMITTEES, or other decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Programs for AFTER-SCHOOL ACTIVITIES, recreation, and homework help.	NOT IMP	DEV	IMPRV	STRONG

Q-6. TEACHERS CHOOSE AMONG MANY ACTIVITIES TO ASSIST THEIR STUDENTS AND FAMILIES. CIRCLE ONE CHOICE TO TELL HOW IMPORTANT EACH OF THESE IS FOR YOUR TEACHERS TO CONDUCT AT HIS/HER GRADE LEVEL.

HOW IMPORTANT IS THIS PRACTICE TO YOUR SCHOOL?

	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Have a conference with each student's parents at least once a year.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
b. Attend evening meetings, performances, and workshops at school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
c. Contact parents about their children's problems or failures.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
d. Inform parents when their children do something well or improve.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
e. Involve some parents as volunteers in the classroom.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
f. Inform parents of the skills their children must pass in each subject taught.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
g. Inform parents how report card grades are earned in the child's class.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
h. Provide specific activities for children and parents to do to improve students' grades.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
i. Provide ideas for discussing TV shows.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
j. Assign homework that requires children to interact with parents.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
k. Suggest ways to practice spelling or other skills at home before a test.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
l. Ask parents to listen to their children read.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
m. Ask parents to listen to a story or paragraph that their children write.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
n. Work with other teachers to develop parent involvement activities and materials.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
o. Work with community members to arrange learning opportunities in classrooms.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
p. Work with area businesses for volunteers to improve programs for students.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
q. Request information from parents on their children's talents, interests, or needs.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
r. Serve on a PTA/PTO or other school committee.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP

Q-7. THE NEXT QUESTIONS ASK FOR YOUR OPINIONS ABOUT THE ACTIVITIES THAT YOU THINK SHOULD BE CONDUCTED BY THE PARENTS OF CHILDREN AT YOUR SCHOOL. CIRCLE THE CHOICE THAT BEST DESCRIBES THE IMPORTANCE OF THESE ACTIVITIES.

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Send children to school ready to learn.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
b. Teach children to behave well.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
c. Set up a quiet place and time for studying at home.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
d. Encourage children to volunteer in class.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
e. Know what children are expected to learn each year.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
f. Check daily that homework is done.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to children about what they are learning in school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
h. Ask teachers for specific ideas on how to help their children at home with classwork.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to teachers about problems the children are facing at home.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
j. Attend PTA/PTO meetings.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
k. Serve as a volunteer in the school or classroom.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
l. Attend assemblies and other special events at the school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
m. Take children to special places or events in the community.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP
n. Talk to children about the importance of school.	NOT IMP	A LITTLE IMP	PRETTY IMP	VERY IMP

Q-8. THE NEXT QUESTIONS ASK HOW YOU PERCEIVE OTHERS' SUPPORT FOR PARENT INVOLVEMENT IN YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE ON EACH LINE. HOW MUCH SUPPORT DOES EACH GIVE NOW TO PARENT INVOLVEMENT?

	Strong Support	Some Support	Weak Support	No Support
a. You, personally	STRONG	SOME	WEAK	NONE
b. Teachers	STRONG	SOME	WEAK	NONE
c. Other principals	STRONG	SOME	WEAK	NONE
d. Other administrators	STRONG	SOME	WEAK	NONE
e. Parents	STRONG	SOME	WEAK	NONE
f. Others in the community	STRONG	SOME	WEAK	NONE
g. The school board	STRONG	SOME	WEAK	NONE
h. The district superintendent	STRONG	SOME	WEAK	NONE

Q-9. OVER THE PAST TWO YEARS, HOW MUCH HAS THE SCHOOL INVOLVED PARENTS AT SCHOOL AND HOME.

_____(1) School involved parents **less this year than last**

_____(2) School involved parents **about the same in both years**

_____(3) School involved parents **more this year than last**

_____(4) Don't know, **I did not work at this school last year**

THE LAST QUESTIONS ASK FOR GENERAL INFORMATION ABOUT YOU AND YOUR STUDENTS. THIS WILL HELP US UNDERSTAND HOW NEW PRACTICES CAN BE DEVELOPED TO MEET THE NEEDS OF PARTICULAR SCHOOLS, TEACHERS AND STUDENTS.

Q-10. YOUR STUDENTS AND YOU!

A. Circle which grades are in your building or under your supervision.
PreK K 1 2 3 4 5 6 7 8

B. What size is your school district according to Montana High School Association classification?
____Class AA ____Class A ____Class B ____Class C ____Elementary district only

C. About how many hours each week, on average, do you spend contacting parents?
____ None ____Less than one hour ____One hour ____Two hours ____Three hours or more

D. About what percent of your students are:
____% African American
____% Asian American
____% Hispanic American
____% Native American
____% White
____% Other_____
100%

E. About how many of your students are in (circle the estimate that comes closest):

Chapter 1	0%	10%	20%	30-50%	60-80%	90-100%
Special education	0%	10%	20%	30-50%	60-80%	90-100%
Gifted programs	0%	10%	20%	30-50%	60-80%	90-100%
Free or reduced lunch	0%	10%	20%	30-50%	60-80%	90-100%

F. About what percent of your students are:

__% **Above average** in achievement

__% **Average** in achievement
__% **Below average** in achievement

G. About what percent of your students:

__% (a) Promptly deliver memos or notices home from the school
__% (b) Complete all of their homework on time

H. What is your experience?
___ Total years in administration
___ Years in this school as an administrator

I. What is your gender?
__ Male
__ Female

J. What is your highest education?
__ Bachelor's
__ Bachelor's + credits
__ Masters
__ Master's + credits
__ Specialist
__ Doctorate
__ Other (describe)_____

K. How do you describe yourself?
__ African American
__ Asian American
__ Hispanic American
__ Native American
__ White
__ Other (describe)_____

L. Describe your position in this district.
____ Assistant Principal
____ Elementary Principal
____ Middle School/Junior High Principal
____ Superintendent

M. Have you had training in working with parents?
____ No
____ Yes (If yes, where)
____College Preparatory
____Workshops
____Other_____

Q-11. OPTIONAL: WE WOULD VALUE YOUR IDEAS ON THE FOLLOWING QUESTIONS IF YOU HAVE A FEW MORE MINUTES.

a. What is the most successful practice to involve parents that you have used or that you have heard about?

_____
_____
_____

b. In what ways could better partnerships with families help your school?

_____
_____
_____

c. In what ways could better partnerships with the community help your school?

_____
_____
_____

d. In what ways has parent involvement changed over the past year or two at this school? Give examples.

_____
_____
_____

e. Do you have any ideas or comments that you would like to add? (Feel free to add other pages.)

_____
_____

PARENT INVOLVEMENT IN MONTANA SCHOOLS

-HIGH SCHOOL PRINCIPALS-

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding.

2. Write all responses **on the questionnaire itself.**

3. All responses are strictly confidential. The code on the return envelopes is only for the purposes of follow-up if needed. The results will be reported as group data and no one individual will be identified.

4. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN APRIL 18.**

Again, our sincere thanks for helping us out.

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, Schools and Children's Learning, John Hopkins University.

Q-1 THIS QUESTION ASKS FOR YOUR PROFESSIONAL JUDGMENT ABOUT PARENT INVOLVEMENT. PLEASE CIRCLE ONE CHOICE FOR EACH ITEM THAT BEST REPRESENTS YOUR OPINION AND EXPERIENCE.

		Strongly Disagree	Disagree	Agree	Strongly Agree
a.	Parent involvement is important for a good high school.	SD	D	A	SA
b.	Most parents of high school students do not know how to talk with their teens about school work at home.	SD	D	A	SA
c.	High schools should have an active parent organization (e.g., PTA or PTO).	SD	D	A	SA
d.	Every family has some strengths that could be tapped to increase their teen's success in high school.	SD	D	A	SA
e.	All parents could learn ways to assist their teens on school work at home, if shown how.	SD	D	A	SA
f.	Parent involvement can increase teacher effectiveness.	SD	D	A	SA
g.	Parents of students at this school want to be involved more than they are now.	SD	D	A	SA
h.	High school teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
i.	High school teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
j.	Parent involvement is important for student success in high school.	SD	D	A	SA
k.	This school views parents as important partners.	SD	D	A	SA
l.	The community values education for all students.	SD	D	A	SA
m.	The community supports this high school.	SD	D	A	SA
n.	Involving families is a responsibility of teachers.	SD	D	A	SA
o.	It is not necessary for parents of high school students to be involved in their teen's education.	SD	D	A	SA
p.	High school students are important members of school and family partnerships.	SD	D	A	SA
q.	This high school is known for trying new things to improve the school.	SD	D	A	SA
r.	In this school, teachers play a large part in most decisions.	SD	D	A	SA
s.	This high school is one of the best for teachers, students, and parents.	SD	D	A	SA

Q-2. HIGH SCHOOLS SERVE DIVERSE POPULATIONS OF FAMILIES WITH DIFFERENT NEEDS AND SKILLS. THE NEXT QUESTIONS ASK FOR YOUR JUDGMENT ABOUT SPECIFIC WAYS OF INVOLVING FAMILIES OF YOUR STUDENTS. CIRCLE ONE CHOICE TO TELL WHETHER YOU THINK EACH TYPE OF INVOLVEMENT IS:

NOT IMPORTANT	=> NOT IMP	(Means this is not part of your program for parents OF STUDENTS at your high school now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this is not part of your high school now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=>IMPRV	(Means this is part of your high school, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this is a STRONG program for most parents of students in your high school.)

a. Information to parents on parenting skills and adolescent development.	NOT IMP	DEV	IMPRV	STRONG
b. Surveys of parents each year on their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
c. Communications from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. Communications about report cards so that parents understand their teen's progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher conferences with all families.	NOT IMP	DEV	IMPRV	STRONG
f. Parent and other volunteers at the school.	NOT IMP	DEV	IMPRV	STRONG
g. Information to assist parents to monitor their teen's homework.	NOT IMP	DEV	IMPRV	STRONG
h. Information to assist parents to talk with their teen about class work, skills, and subjects.	NOT IMP	DEV	IMPRV	STRONG
i. Homework for students that requires them to talk with someone at home about their class work.	NOT IMP	DEV	IMPRV	STRONG
j. Information to parents on how to help their teen plan for education or employment beyond high school.	NOT IMP	DEV	IMPRV	STRONG
k. Participation by families in PTA/PTO, other committees, and decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Committees involving parents to review the high school curriculum.	NOT IMP	DEV	IMPRV	STRONG
m. Committees involving parents to review school policies.	NOT IMP	DEV	IMPRV	STRONG
n. Business and community partnerships to enrich school programs.	NOT IMP	DEV	IMPRV	STRONG

Q-3. **HIGH SCHOOLS CHOOSE AMONG MANY ACTIVITIES TO ASSIST THEIR STUDENTS. PLEASE CIRCLE ONE CHOICE OF HOW IMPORTANT IT IS FOR YOUR TEACHERS TO CONDUCT EACH OF THE FOLLOWING ACTIVITIES WITH STUDENTS.**

		NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a.	Have at least one conference with a parent of each student.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b.	Include students in conferences with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c.	Attend evening meetings and performances of students at school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d.	Contact parents when their teen has problems or failures.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e.	Inform parents when their teen does something well or improves.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP
f.	Involve parents as volunteers.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP
g.	Inform parents of the skills required to pass his/her class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h.	Inform parents how students earn report card grades in his/her class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i.	Provide ideas to help parents talk with their teen about what they learn in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j.	Provide specific activities that parents can do to help students improve their grades.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k.	Assign homework that requires students to talk with someone at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l.	Work with other teachers to develop parent involvement activities and materials.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m.	Work on school policy committees with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n.	Request information from parents about their teen's talents, interests, or needs.	NOT IMP	LITTL IMP	PRETTY IMP	VERY IMP
o.	Work with businesses for volunteers, donations, or other resources to improve programs for students.	NOT IMP	LITTLE IMP	PRETTY UP	VERY IMP

Q-4. HIGH SCHOOLS CONTACT THEIR STUDENTS' FAMILIES IN DIFFERENT WAYS. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES YOUR TEACHERS CONTACTED OR MET THIS WAY THIS YEAR.

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	ALL
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	ALL
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	ALL
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	ALL
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	ALL
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	ALL
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	ALL
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	ALL

Q-5. THIS QUESTION ASKS FOR YOUR OPINIONS ABOUT ACTIVITIES THAT YOU THINK SHOULD BE CONDUCTED BY THE PARENTS OF STUDENTS IN YOUR HIGH SCHOOL. CIRCLE THE CHOICE THAT BEST DESCRIBES THE IMPORTANCE OF THESE ACTIVITIES FOR STUDENTS IN YOUR HIGH SCHOOL.

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Set up a quiet place and time for studying at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Know what their teen is expected to learn each year.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Check regularly that homework is done.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Talk with their teen at home about what they are learning in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Encourage teen to participate in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Ask teachers for specific ideas on how to talk with their teen about homework.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to teachers about problems their teen is facing at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Attend assemblies and other special events at the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to their teen about the importance of school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Monitor their teen's progress and needs in each subject.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Help their teen balance homework, home chores, and outside activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Volunteer to help the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Join a parent organization or school committee.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Encourage their teen to participate in community activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Help their teen plan for future work or schooling.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

Q-6. ESTIMATE THE PERCENT OF FAMILIES IN YOUR DISTRICT WHO DID THE FOLLOWING THIS YEAR.

a. Supervise their teen's behavior	0%	5%	10%	25%	50%	75%	90%	100%
b. Attend parent-teacher conferences	0%	5%	10%	25%	50%	75%	90%	100%
c. Attend sports or music events or other assemblies	0%	5%	10%	25%	50%	75%	90%	100%
d. Talk to their teen regularly about classwork	0%	5%	10%	25%	50%	75%	90%	100%
e. Join the PTA/PTO/PTSA/booster clubs and attend meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
f. Know and use services in the community to assist their families	0%	5%	10%	25%	50%	75%	90%	100%

Q-7. THE NEXT QUESTION ASKS HOW YOU PERCEIVE OTHERS' SUPPORT OF PARENT INVOLVEMENT IN YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE FOR EACH.

How much support does each give now to parent involvement?	STRONG SUPPORT	SOME SUPPORT	WEAK SUPPORT	NO SUPPORT
a. You, personally	STRONG	SOME	WEAK	NO
b. Teachers	STRONG	SOME	WEAK	NO
c. Other Principals	STRONG	SOME	WEAK	NO
d. Other administrators	STRONG	SOME	WEAK	NO
e. Counselors	STRONG	SOME	WEAK	NO
f. Parents	STRONG	SOME	WEAK	NO
g. The community	STRONG	SOME	WEAK	NO
h. School board members	STRONG	SOME	WEAK	NO
i. The superintendent	STRONG	SOME	WEAK	NO

Q-8. HOW WOULD YOU DESCRIBE THIS DISCRICT'S COMMUNITY ON THESE ISSUES? CIRCLE ONE ON EACH LINE.

a. Unemployment	major problem	minor problem	not a problem
b. Crime	major problem	minor problem	not a problem
c. Drug use	major problem	minor problem	not a problem
d. Teen gangs	major problem	minor problem	not a problem
e. Homelessness	major problem	minor problem	not a problem
f. Teen parenthood	major problem	minor problem	not a problem
g. Mobility of families	major problem	minor problem	not a problem

Q-9. THE LAST QUESTIONS ASK FOR GENERAL INFORMATION ABOUT YOU, YOUR STUDENTS, AND YOUR DISTRICT. THIS WILL HELP IDENTIFY HOW NEW PRACTICES CAN BE DEVELOPED TO MEET THE DIVERSE NEEDS OF SCHOOLS, TEACHERS, STUDENTS AND FAMILIES.

A. Your position: ____Superintendent ____Principal ____Assistant Superintedent ____Other(specific)_____

B. Do you supervise any extra-curricular activities?
___No
___Yes (which ones)_____

C. About how many hours each week, on average, do you spend contacting parents and other community members?
____Less than one hour ____One hour ____Two hours ____Three or more hours

D. About what percent of your students are:
____% African American
____% Asian American
____% Hispanic American
____% Native American
____% White
____% Other_____
100%

E. About how many of your students are in (circle the estimate that comes closest):

____% Special Education	0%	10%	20%	30-50%	60-80%	90-100%
____% Bilingual/ESL	0%	10%	20%	30-50%	60-80%	90-100%
____% Honors, AP, or Gifted	0%	10%	20%	30-50%	60-80%	90-100%
____% At risk of not graduating	0%	10%	20%	30-50%	60-80%	90-100%
____% Free or reduced lunch	0%	10%	20%	30-50%	60-80%	90-100%

F. About what percent of your students are:
____% **Above average** in achievement
____% **Average** in achievement
____% **Below Average** in achievement

G. About what percent of your students:
____% Promptly deliver memos or notices home from the school
____% Complete <u>all</u> their homework on time

H. What is the size of your school district according to the Montana High School Association classification?
___Class AA ____Class A ____Class B ____Class C ____Elementary District only

I. What is your experience?
_____ Total years in administration
_____ Years in <u>this</u> school district as an administrator

J. What is your gender?
____ Male
____ Female

K. What is your highest level of education?
_____ Bachelor's
_____ Bachelor's + credits
_____ Master's
_____ College preparatory
_____ Master's + credits
_____ Doctorate
_____ Other (Describe)_____

L. Have you had training in working with parents?
_____ No
_____ Yes (If yes, where)

_____ Workshops/Conferences
_____ Other (specify)_____

M. How do you describe yourself?
_____ African American
_____ Asian American
_____ Hispanic American
_____ Native American
_____ White
_____ Other (Describe)_____

WE WOULD VALUE YOUR IDEAS ON THE FOLLOWING QUESTIONS, IF YOU CAN TAKE A FEW MORE MINUTES TO HELP.

a. What is the most successful practice to involve parents that you have used or that you have heard about?

_____

_____

b. In what ways could better partnerships with families help you as an administrator/policymaker?

_____

_____

c. In what ways could better partnerships with the community help you as an administrator/policymaker?

_____

_____

d. To strengthen home-school partnerships, what do schools need to know about students' families that you do not know now?

_____

_____

e. What obstacles do you see in building stronger links between families and schools at your school?

_____

_____

f. Do you have any other ideas or suggestions that you would like to add? (Feel free to add other pages with your comments.)

_____

_____

PARENT INVOLVEMENT IN MONTANA SCHOOLS

-SUPERINTENDENTS-

DIRECTIONS FOR COMPLETING AND RETURNING THE QUESTIONNAIRE

1. Please read the directions for each section carefully before responding.

2. Write all responses **on the questionnaire itself.**

3. All responses are strictly confidential. The code on the return envelopes is only for the purposes of follow-up if needed. The results will be reported as group data and no one individual will be identified.

4. Any reference to child or children in the questionnaire is intended to include all students enrolled in your school system.

5. When you have completed the questionnaire, place it in the enclosed large, postage paid envelope and drop it in the mail. **PLEASE RETURN NO LATER THAN APRIL 18.**

Again, our sincere thanks for helping us out.

This questionnaire was adapted from a series by Epstein and Salinas (1993) titled **School and Family Partnerships: Surveys and Summaries,** Center on Families, Communities, Schools and Children's Learning, John Hopkins University.

Q-1. THIS QUESTION ASKS FOR YOUR PROFESSIONAL JUDGMENT ABOUT PARENT INVOLVEMENT IN YOUR DISTRICT. PLEASE CIRCLE ONE CHOICE FOR EACH ITEM THAT BEST REPRESENTS YOUR OPINION AND EXPERIENCE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Parent involvement is important for a good school.	SD	D	A	SA
b. Most parents of students do not know how to talk with their children about school work at home.	SD	D	A	SA
c. Schools should have an active parent organization (e.g., PTA or PTO).	SD	D	A	SA
d. Every family has some strengths that could be tapped to increase their child's success in school.	SD	D	A	SA
e. All parents could learn ways to assist their children on school work at home, if shown how.	SD	D	A	SA
f. Parent involvement can increase teacher effectiveness.	SD	D	A	SA
g. Parents of students in this school district want to be involved more than they are now.	SD	D	A	SA
h. Teachers do not have the time to involve parents in very useful ways.	SD	D	A	SA
i. Teachers need in-service education to implement effective parent involvement practices.	SD	D	A	SA
j. Parent involvement is important for student success in school.	SD	D	A	SA
k. This school views parents as important partners.	SD	D	A	SA
l. The community values education for all students.	SD	D	A	SA
m. The community supports this school.	SD	D	A	SA
n. Involving families is a responsibility of teachers.	SD	D	A	SA
o. It is not necessary for parents of students to be involved in their child's education.	SD	D	A	SA
p. Students are important members of school and family partnerships.	SD	D	A	SA
q. This school is known for trying new things to improve the school.	SD	D	A	SA
r. In this school, teachers play a large part in most decisions.	SD	D	A	SA
s. This school is one of the best for teachers, students, and parents.	SD	D	A	SA

Q-2. SCHOOL DISTRICTS SERVE DIVERSE POPULATIONS OF FAMILIES WITH DIFFERENT NEEDS AND SKILLS. THE NEXT QUESTIONS ASK FOR YOUR JUDGMENT ABOUT SPECIFIC WAYS OF INVOLVING FAMILIES OF YOUR STUDENTS IN YOUR DISTRICT. CIRCLE ONE CHOICE TO TELL WHETHER YOU THINK EACH TYPE OF INVOLVEMENT IS:

NOT IMPORTANT	=> NOT IMP	(Means this is not part of your program for parents of students in your district now, and SHOULD NOT BE.)
NEEDS TO BE DEVELOPED	=> DEV	(Means this is not part of your district now, but SHOULD BE.)
NEEDS TO BE IMPROVED	=>IMPRV	(Means this is part of your district, but NEEDS TO BE STRENGTHENED.)
A STRONG PROGRAM NOW	=> STRONG	(Means this is a STRONG program for most parents in your district.)

a. Information to parents on parenting skills and child development.	NOT IMP	DEV	IMPRV	STRONG
b. Surveys of parents each year on their ideas about the school.	NOT IMP	DEV	IMPRV	STRONG
c. Communications from the school to the home that all families can understand and use.	NOT IMP	DEV	IMPRV	STRONG
d. Communications about report cards so that parents understand their child's progress and needs.	NOT IMP	DEV	IMPRV	STRONG
e. Parent-teacher conferences with all families.	NOT IMP	DEV	IMPRV	STRONG
f. Parent and other volunteers at the school.	NOT IMP	DEV	IMPRV	STRONG
g. Information to assist parents to monitor their child's homework.	NOT IMP	DEV	IMPRV	STRONG
h. Information to assist parents to talk with their child about class work, skills, and subjects.	NOT IMP	DEV	IMPRV	STRONG
i. Homework for students that requires them to talk with someone at home about their class work.	NOT IMP	DEV	IMPRV	STRONG
j. Information to parents on how to help their child plan for education or employment beyond high school.	NOT IMP	DEV	IMPRV	STRONG
k. Participation by families in PTA/PTO, other committees, and decision-making roles.	NOT IMP	DEV	IMPRV	STRONG
l. Committees involving parents to review the K-12 school curriculum.	NOT IMP	DEV	IMPRV	STRONG
m. Committees involving parents to review school policies.	NOT IMP	DEV	IMPRV	STRONG
n. Business and community partnerships to enrich school programs.	NOT IMP	DEV	IMPRV	STRONG

Q-3. SCHOOL DISTRICTS CHOOSE AMONG MANY ACTIVITIES TO ASSIST THEIR STUDENTS. PLEASE CIRCLE ONE CHOICE OF HOW IMPORTANT IT IS FOR YOUR TEACHERS TO CONDUCT EACH OF THE FOLLOWING ACTIVITIES WITH STUDENTS.

	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Have at least one conference with a parent of each student.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Include students in conferences with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Attend evening meetings and performances of students at school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Contact parents when their child has problems or failures.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Inform parents when their child does something well or improves.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Involve parents as volunteers.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Inform parents of the skills required to pass his/her class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Inform parents how students earn report card grades in his/her class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Provide ideas to help parents talk with their child about what they learn in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Provide specific activities that parents can do to help students improve their grades.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Assign homework that requires students to talk with someone at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Work with other teachers to develop parent involvement activities and materials.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Work on school policy committees with parents.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Request information from parents about their child's talents, interests, or needs.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Work with businesses for volunteers, donations, or other resources to improve programs for students.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

Q-4. **SCHOOL DISTRICTS CONTACT THEIR STUDENTS' FAMILIES IN DIFFERENT WAYS. PLEASE ESTIMATE THE PERCENT OF YOUR STUDENTS' FAMILIES YOUR TEACHERS CONTACTED OR MET IN THESE WAYS THIS YEAR**

a. Letter or memo	NA	0%	5%	10%	25%	50%	75%	90%	ALL
b. Telephone	NA	0%	5%	10%	25%	50%	75%	90%	ALL
c. Meeting at school	NA	0%	5%	10%	25%	50%	75%	90%	ALL
d. Scheduled parent-teacher conference	NA	0%	5%	10%	25%	50%	75%	90%	ALL
e. Home visit	NA	0%	5%	10%	25%	50%	75%	90%	ALL
f. Meeting in the community	NA	0%	5%	10%	25%	50%	75%	90%	ALL
g. Report card pick-up	NA	0%	5%	10%	25%	50%	75%	90%	ALL
h. Performances, sports, or other events	NA	0%	5%	10%	25%	50%	75%	90%	ALL

Q-5. **THIS QUESTION ASKS FOR YOUR OPINIONS ABOUT ACTIVITIES THAT YOU THINK SHOULD BE CONDUCTED BY THE PARENTS OF STUDENTS IN YOUR DISTRICT. CIRCLE THE CHOICE THAT BEST DESCRIBES THE IMPORTANCE OF THESE ACTIVITIES FOR STUDENTS IN YOUR DISTRICT.**

PARENTS' RESPONSIBILITIES	NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT
a. Set up a quiet place and time for studying at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
b. Know what their child is expected to learn each year.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
c. Check regularly that homework is done.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
d. Talk with their child at home about what they are learning in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
e. Encourage child to participate in class.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
f. Ask teachers for specific ideas on how to talk with their child about homework.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
g. Talk to teachers about problems their child is facing at home.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
h. Attend assemblies and other special events at the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
i. Talk to their child about the importance of school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
j. Monitor their child's progress and needs in each subject.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
k. Help their child balance homework, home chores, and outside activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
l. Volunteer to help the school.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
m. Join a parent organization or school committee.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
n. Encourage their child to participate in community activities.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP
o. Help their child plan for future work or schooling.	NOT IMP	LITTLE IMP	PRETTY IMP	VERY IMP

Q-6. ESTIMATE THE PERCENT OF FAMILIES IN YOUR DISTRICT WHO DID THE FOLLOWING THIS YEAR.

a. Supervise their child's behavior	0%	5%	10%	25%	50%	75%	90%	100%
b. Attend parent-teacher conferences	0%	5%	10%	25%	50%	75%	90%	100%
c. Attend sports or music events or other assemblies	0%	5%	10%	25%	50%	75%	90%	100%
d. Talk to their children regularly about classwork	0%	5%	10%	25%	50%	75%	90%	100%
e. Joined the PTA/PTO/PTSA/booster clubs and attend meetings regularly	0%	5%	10%	25%	50%	75%	90%	100%
f. Know and use services in the community to assist their families	0%	5%	10%	25%	50%	75%	90%	100%

Q-7. THE NEXT QUESTION ASKS HOW YOU PERCEIVE OTHERS' SUPPORT OF PARENT INVOLVEMENT IN YOUR SCHOOL. PLEASE CIRCLE ONE CHOICE FOR EACH.

How much support does each give now to parent involvement?	STRONG SUPPORT	SOME SUPPORT	WEAK SUPPORT	NO SUPPORT
a. You, personally	STRONG	SOME	WEAK	NO
b. Teachers	STRONG	SOME	WEAK	NO
c. Principals	STRONG	SOME	WEAK	NO
d. Other administrators	STRONG	SOME	WEAK	NO
e. Counselors	STRONG	SOME	WEAK	NO
f. Parents	STRONG	SOME	WEAK	NO
g. The community	STRONG	SOME	WEAK	NO
h. (Other) School board members	STRONG	SOME	WEAK	NO
i. The superintendent (if you are a school board member)	STRONG	SOME	WEAK	NO

Q-8. HOW WOULD YOU DESCRIBE THIS DISTRICT'S COMMUNITY ISSUES? CIRCLE ONE ON EACH LINE.

a. Unemployment	major problem	minor problem	not a problem
b. Crime	major problem	minor problem	not a problem
c. Drug use	major problem	minor problem	not a problem
d. Teen gangs	major problem	minor problem	not a problem
e. Homelessness	major problem	minor problem	not a problem
f. Teen parenthood	major problem	minor problem	not a problem
g. Mobility of families	major problem	minor problem	not a problem

Q-9. THE LAST QUESTIONS ASK FOR GENERAL INFORMATION ABOUT YOU, YOUR STUDENTS, AND YOUR DISTRICT. THIS WILL HELP IDENTIFY HOW NEW PRACTICES CAN BE DEVELOPED TO MEET THE DIVERSE NEEDS OF SCHOOL, TEACHERS, STUDENTS AND FAMILIES.

A. Your position: ____Superintendent ____Principal ____Assistant Superintedent ____Other(specific)_____

B. Do you supervise any extra-curricular activities?
___No
___Yes (which ones)_____

C. About how many hours each week, on average, do you spend contacting parents and other community members?
____Less than one hour ____One hour ____Two hours ____Three or more hours

D. About what percent of your students are:
____% African American
____% Asian American
____% Hispanic American
____% Native American
____% White
____% Other_____
100%

E. About how many of your students are in (circle the estimate that comes closest):

____% Special Education	0%	10%	20%	30-50%	60-80%	90-100%
____% Bilingual/ESL	0%	10%	20%	30-50%	60-80%	90-100%
____% Honors, AP, or Gifted	0%	10%	20%	30-50%	60-80%	90-100%
____% At risk of not graduating	0%	10%	20%	30-50%	60-80%	90-100%
____% Free or reduced lunch	0%	10%	20%	30-50%	60-80%	90-100%

F. About what percent of your students are:
____% Above average in achievement
____% Average in achievement
____% Below Average in achievement

G. About what percent of your students:
____% Promptly deliver memos or notices home from the school
____% Complete all their homework on time

H. What is the size of your school district according to the Montana High School Association classification?
____Class AA ____Class A ____Class B ____Class C ____Elementary District only

I. What is your experience?
_____ Total years in administration
_____ Years in this school district as an administrator

J. What is your gender?
____ Male
____ Female

K. What is your highest level of education?
_____ Bachelor's
_____ Bachelor's + credits
_____ Master's
_____ Master's + credits
_____ Doctorate
_____ Other (Describe)_____

L. Have you had training in working with parents?
_____ No
_____ Yes (If yes, where)
_____ College preparatory
_____ Workshops/Conferences
_____ Other (specify)_____

M. How do you describe yourself?
_____ African American
_____ Asian American
_____ Hispanic American
_____ Native American
_____ White
_____ Other (Describe)_____

WE WOULD VALUE YOUR IDEAS ON THE FOLLOWING QUESTIONS, IF YOU CAN TAKE A FEW MORE MINUTES TO HELP.

a. What is the most successful practice to involve parents that you have used or that you have heard about?

_____

_____

b. In what ways could better partnerships with families help you as an administrator/policymaker?

_____

_____

c. In what ways could better partnerships with the community help you as an administrator/policymaker?

_____

_____

d. To strengthen home-school partnerships, what do schools need to know about students' families that you do not know now?

_____

_____

e. What obstacles do you see in building stronger links between families and schools at your school?

_____

_____

f. Do you have any other ideas or suggestions that you would like to add? (Feel free to add other pages with your comments.)

_____

_____

APPENDIX C
ADDITIONAL DATA ON RESPONDENT GROUPS

PARENTS

Table 8: Income Level, Parents

Income Level	Elementary/Middle School Parents, Children Ages 5-13	High School Parents, Children Ages 14-18
Less than $13,000	12.3%	10.0%
$13,000 - 25,000	22.5%	17.8%
$25,001 - 35,000	24.0%	25.6%
$35,001 - 50,000	20.2%	26.7%
More than $50,000	16.4%	17.8%
No Response	4.7%	1.8%

Table 9: Education Level, Parents

Education Level	Elementary/Middle School Parents, Children Ages 5-13	High School Parents, Children Ages 14-18
No High School Diploma or Equivalent	2.1%	3.3%
High School Diploma or Equivalent	13.7%	13.3%
Some College	36.3%	26.7%
College Degree	35.3%	4.0%
Advanced Degree	11.4%	16.7%
No Response	.1%	0%

TEACHERS

Table 10: School District Size in Which Teachers Employed

District Size	Elementary/Middle School Teachers, Grades K-8	High School Teachers, Grades 9-12
AA	32.8%	39.4%
A	26.4%	14.9%
B	11.9%	19.1%
C	11.1%	26.6%
Elementary K-8 Only	14.5%	0%

Note: AA are the largest districts in the state.

Table 11: Level of Education, Teachers

Level of Education	Elementary/Middle School Teachers, Grades K-8	High School Teachers, Grades 9-12
Bachelors Degree	3.8%	4.3%
Bachelors Plus	62.5%	48.9%
Masters Degree	3.8%	4.3%
Masters Degree Plus	23.4%	41.5%
Specialist Degree	4.3%	0%
Doctorate	0.5%	0%
Other	1.3%	1.1%

Table 12: Years of Experience as a Classroom Teacher

Years of Experience	Elementary/Middle School Teachers, Grade K-8	High School Teachers, Grades 9-12
0 - 5 years	20.0%	17.0%
6 - 10 years	17.0%	20.2%
11 - 15 years	14.0%	6.4%
Over 15 years	49.0%	56.4%

SCHOOL ADMINISTRATORS AND BOARD MEMBERS

Table 13: School District Size in Which Administrator Employed

Position	AA	A	B	C	K-8
Elementary/Middle School Principals, Grade K-8	23.2%	21.4%	12.5%	19.6%	23.2%
High School Principals, Grades 9-12	16.1%	16.1%	29.0%	38.7%	0%
Superintendents	13.2%	7.9%	15.8%	60.5%	0%
Board Members	0%	7.7%	0%	15.4%	76.9%

Table 14: Level of Education, School Administrators

Level of Education	Elementary/ Middle School Principals, Grades K-8	High School Principals, Grades 9-12	Superintendents	School Board Members
Bachelors	0%	0%	0%	53.8%
Bachelors Plus	0%	0%	0%	0%
Masters	1.8%	22.6%	13.2%	0%
Masters Plus	87.5%	71.0%	71.1%	0%
Specialist	7.1%	0%	0%	0%
Doctorate	3.6%	6.5%	13.2%	0%
Other	0%	0%	2.6%	46.2%

Table 15: Years of Experience as a School Administrator/Board Member

Position	0 - 5 Years	6 - 10 Years	11 - 15 Years	Over 15 Years
Elementary/Middle School Principals, Grades K-8	35.7%	28.6%	12.5%	23.2%
High School Principals, Grades 9-12	35.5%	29.0%	9.7%	25.8%
Superintendents	10.5%	18.4%	26.3%	44.7%
Board Members	23.1%	46.2%	15.4%	15.4%

APPENDIX D
DATA RELATED TO HOW PARENTS ARE INVOLVED AT HOME OR AT SCHOOL

Table 16: How Elementary/Middle School Parents Are Involved at Home or at School

	Never	1-2 Times	A Few Times	Many Times
A. Talk to my child about school	0/0	1/.3	10/2.9	327/95.6
B. Visit my child's classroom	29/8.5	87/25.4	159/46.5	61/17.8
C. Read to my child	41/12.0	38/11.1	95/27.8	164/48.0
D. Listen to my child read	20/5.8	43/12.6	102/29.8	171/50.0
E. Listen to a story my child wrote	21/6.1	46/13.5	124/36.3	144/42.1
F. Help my child with homework	8/2.3	21/6.1	95/27.8	214/62.6
G. Practice spelling or other skills before a test	15/4.4	28/8.2	73/21.3	221/64.6
H. Talk with my child about a T.V. show	7/2.0	31/9.1	127/37.1	172/50.3
I. Help my child plan time for homework and chores	8/2.3	11/3.2	85/24.9	234/68.4
J. Talk with my child's teacher at school	12/3.5	76/22.2	147/43.0	103/30.1
K. Talk to my child's teacher on the phone	134/39.2	90/26.3	83/24.3	30/8.8
L. Go to PTA/PTO meetings	217/63.5	58/17.0	37/10.8	25/7.3
M. Check to see that my child has done his/her homework	13/3.8	19/5.6	49/14.3	256/74.9
N. Volunteer at a school or in my child's classroom	123/36.0	73/21.3	78/22.8	63/18.4
O. Go to special events at school	6/1.8	40/11.7	97/28.4	195/57.0
P. Take my child to a library	39/11.4	59/17.3	114/33.3	126/36.8
Q. Take my child to special places or events in the community	4/1.2	27/7.9	121/35.4	186/54.4
R. Tell my child how important school is	1/.3	4/1.2	26/7.6	307/89.8

Note: The first number is the frequency; the second is the percent.

Table 17: How High School Parents Are Currently Involved at Home

	Never	1-2 Times	Monthly	Weekly	Every Day
A. Talk to my teen about school	0/0	2/2.2	3/3.3	19/21.1	66/73.3
B. Listen to my teen read something that he/she wrote	7/7.8	23/25.6	25/27.8	28/31.1	6/6.7
C. Talk about a homework assignment	0/0	13/14.4	9/10.0	29/32.2	39/43.3
D. Help my teen with homework	7/7.8	20/22.2	22/24.4	27/30.0	14/15.6
E. Discuss grades on tests and schoolwork	1/1.1	5/5.6	16/17.8	36/40.0	31/34.4
F. Check that my teen goes to school	26/28.9	4/4.4	3/3.3	6/6.7	51/56.7
G. Talk about a T.V. show with my teen	3/3.3	13/14.4	21/23.3	42/46.7	11/12.2
H. Help my teen solve a personal problem	1/1.1	10/11.1	33/36.7	33/36.7	13/14.4
I. Help my teen plan time for homework, chores and other responsibilities	6/6.7	5/5.6	12/13.3	41/45.6	26/28.9
J. Talk with my teen about next year's courses	4/4.4	48/53.3	27/30.0	5/5.6	5/5.6
K. Talk with my teen about future plans for college or work	1/1.1	17/18.9	47/52.2	22/24.4	3/3.3
L. Tell my teen how important school is	3/3.3	10/11.1	17/18.9	39/43.3	21/23.3
M. Attend a community event with my teen	2/2.2	31/34.4	37/41.1	18/20.0	2/2.2

Note: The first number is the frequency; the second is the percent.

Table 18: How High School Parents Are Currently Involved at School

	Never	1-2 Times	A Few Times	Many Times
A. Go to a high school PTA/PTO meeting	65/72.2	8/8.9	7/7.8	5/5.6
B. Help with fund raising for the high school	33/36.7	24/26.7	19/21.1	14/15.6
C. Attend open house or back-to-school night	10/11.1	41/45.6	11/12.2	27/30.0
D. Attend a parent-teacher conference	28/31.1	22/24.4	10/11.1	30/33.3
E. Work as a volunteer at the high school	53/58.9	15/16.7	12/13.3	10/11.1
F. Attend a committee meeting at this school	50/55.6	16/17.8	13/14.4	11/12.2
G. Give the school information about special circumstances at home	28/31.1	21/23.3	29/32.3	12/13.3
H. Thank someone at school for something he/she did for my teen	11/12.2	22/24.4	41/45.6	16/17.8
I. Attend a high school sports event, play, concert, or other student performance	5/5.6	10/11.1	18/20.0	57/63.3

Note: The first number is the frequency; the second is the percent.

APPENDIX E
DATA RELATED TO HOW PARENTS WOULD LIKE TO BE INVOLVED

Table 19: How Elementary/Middle School Parents Would Like to Be Involved

	Does Not Do	Could Do Better	Does Well
A. Help me understand my child's stage of development	43/12.6	146/42.7	149/43.6
B. Tell me how my child is doing in school	8/2.3	114/33.3	217/63.5
C. Tell me what skills my child needs to learn each year	51/14.9	170/49.7	114/33.3
D. Have a parent-teacher conference with me	6/1.8	73/21.3	259/75.7
E. Explain how to check my child's homework	125/36.5	118/34.5	92/26.9
F. Send home news about things happening in school	18/5.3	81/23.7	239/69.9
G. Give me information about how report card grades are earned	56/16.4	111/32.5	170/49.7
H. Assign homework that requires my child to talk with me about things learned in class	98/28.7	132/38.6	107/31.3
I. Send home clear notices that I can read easily	22/6.4	48/14.0	269/78.7
J. Contact me if my child is having problems	30/8.8	105/30.7	193/56.4
K. Invite me to programs at the school	6/1.8	53/15.5	279/81.6
L. Contact me if my child does something well	98/28.7	120/35.1	114/33.3
M. Ask me to volunteer at the school	88/25.7	73/21.3	176/51.5
N. Invite me to PTA/PTO meetings	80/23.4	80/23.4	174/50.9
O. Ask me to help with fund raising	103/30.1	58/17.0	175/51.2
P. Include parents on school committees such as curriculum, budgets, and school improvements	111/32.5	103/30.1	117/34.2
Q. Provide information on community services that I may want to use	96/28.1	110/32.2	128/37.4

Note: The first number is the frequency; the second is the percent.

Table 20: How High School Parents Would Like to Be Involved

	Not Important	School Should Start	School Could Do Better	School Does Very Well
A. Help me understand teen problems and development	8/8.9	17/18.9	48/53.3	16/17.8
B. Help me help my teen become independent and self confident	6/6.7	15/16.7	45/50.0	22/24.4
C. Give me information on how my teen may qualify for scholarships or loans for college	3/3.3	18/20.0	49/54.4	18/20.0
D. Provide me with information about school programs my teen can choose	2/2.2	13/14.4	43/47.8	32/35.6
E. Give me information about how report card grades are earned	7/7.8	10/11.1	36/40.0	36/40.0
F. Include my teen in a parent-teacher-student conference	19/21.1	31/34.4	19/21.1	20/22.2
G. Contact me if my teen is having problems	3/3.3	11/12.2	30/33.3	45/50.0
H. Contact me if my teen does something well or improves	2/2.2	21/23.3	35/38.9	31/34.4
I. Give information on courses required for graduation from high school	2/2.2	8/8.9	28/31.1	52/57.8
J. Provide information on how to help my teen plan for college or for work	4/4.4	20/22.2	40/44.4	26/28.9
K. Ask me to volunteer at school	19/21.1	21/23.3	25/27.8	24/26.7
L. Provide ideas on how I could keep track of my teen's homework	22/24.4	24/26.7	26/28.9	17/18.9
M. Provide ideas on how to help my teen at home on skills in specific subjects	14/15.6	27/30.0	35/38.9	12/13.3
N. Give information on what my teen is required to learn to pass each subject	14/15.6	20/22.2	39/43.3	17/18.9
O. Assign homework that requires my teen to share ideas and talk with me	17/18.9	20/22.2	33/36.7	20/22.2
P. Invite me to PTA/PTO meetings	25/27.8	26/28.9	15/16.7	19/21.1
Q. Include parents on school committees such as budgets, curriculum, and school improvement	14/15.6	20/22.2	28/31.1	27/30.0
R. Provide information about community services to assist my teen and family	13/14.4	23/25.6	36/40.0	16/17.8

Note: The first number is the frequency; the second is the percent.

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APPENDIX F
DATA RELATED TO HOW ELEMENTARY AND MIDDLE SCHOOL TEACHERS INVOLVE PARENTS

Table 21: How Elementary/Middle School Teachers Contact Parents

	N/A	0%	5%	10%	25%	50%	75%	90%	ALL
A. Letter or memo home	2/.9	10/4.3	12/5.1	14/6.0	21/8.9	14/6.0	10/4.3	21/8.9	127/54.0
B. Telephone	3/1.3	5/2.1	21/8.9	32/13.6	59/25.1	37/15.7	29/12.3	19/8.1	26/11.1
C. Meeting at school	3/1.3	1/.4	21/8.9	30/12.8	34/14.5	30/12.8	21/8.9	26/11.1	64/27.2
D. Scheduled parent-teacher conference	13/5.5	8/3.4	16/6.8	10/4.3	15/6.4	16/6.8	16/6.8	41/17.4	96/40.9
E. Home Visit	49/20.9	145/61.7	20/8.5	6/2.6	5/2.1	3/1.3	1/.4	0/0	0/0
F. Meeting in the community	22/9.4	51/21.7	47/20.0	30/12.8	29/12.3	24/10.2	17/7.2	6/2.6	2/.9
G. Report card pick-up	81/34.5	73/31.1	16/6.8	6/2.6	4/1.7	5/2.1	5/2.1	8/3.4	28/11.9
H. Performances, sports, or other events	12/5.1	20/8.5	29/12.3	29/12.3	27/11.5	41/17.4	29/12.3	30/12.8	10/4.3

Note: The first number is the frequency; the second is the percent.

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Table 22: How Elementary/Middle School Teachers Involve Parents as Classroom Volunteers

A. Use classroom volunteers	175/74.5
B. Listen to children read aloud	77/32.8
C. Read to the children	60/25.5
D. Grade papers	33/14.0
E. Tutor children in specific skills	79/33.6
F. Help on trips or at parties	130/55.3
G. Give talks	102/43.4
H. Other ways	58/24.7

Note: The first number is the frequency; the second is the percent.

Table 23: How Elementary/Middle School Teachers Involve Volunteers in the School

A. Used in the school now	204/86.8
B. Monitor halls, cafeteria, or other areas	18/7.7
C. Work in the library, computer lab, or other area	110/46.8
D. Teach mini-courses	60/25.5
E. Teach enrichment or other lessons	80/34.0
F. Lead clubs or activities	93/39.6
G. Check attendance	3/1.3
H. Work in "parent room"	24/10.2
I. Other ways	67/28.5

Note: The first number is the frequency; the second is the percent.

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Table 24: Importance of Conducting Parent Involvement Activities-Elementary/Middle School Teachers

	Not Important	A Little Important	Pretty Important	Very Important
A. Have a conference with each of my students' parents at least once a year	10/4.3	7/3.0	29/12.3	185/78.7
B. Attend evening meetings, performances, and workshops at school	8/3.4	59/25.1	106/45.1	57/24.3
C. Contact parents about their children's problems or failures	1/.4	6/2.6	59/25.1	165/70.2
D. Inform parents when their children do something will or improve	0/0	5/2.1	71/30.2	155/66.0
E. Involve some parents as volunteers in my classroom	26/11.1	66/28.1	70/29.8	68/28.9
F. Inform parents of the skills their children must pass in each subject I teach	15/6.4	27/11.5	85/36.2	103/43.8
G. Inform parents how report card grades are earned in my class	7/3.0	23/9.8	79/33.6	116/49.4
H. Provide specific activities for children and parents to do to improve students' grades	7/3.0	36/15.3	103/43.8	83/35.3
I. Provide ideas for discussing TV shows	67/28.5	89/37.9	57/24.3	15/6.4
J. Assign homework that requires children to interact with parents	19/18.1	65/27.7	106/45.1	36/15.3
K. Suggest ways to practice spelling or other skills at home before a test	15/6.4	34/14.5	111/47.2	66/28.1
L. Ask parents to listen to their child read	15/6.4	20/8.5	36/15.5	159/67.7
M. Ask parents to listen to a story or paragraph that their children write	18/7.7	13/5.5	52/22.1	147/62.6
N. Work with other teachers to develop parent involvement activities and materials	18/7.7	44/18.7	114/48.5	53/22.6
O. Work with community members to arrange learning opportunities in my class	24/10.2	57/24.3	110/46.8	37/15.7
P. Work with area businesses for volunteers to improve programs for my students	27/11.5	66/28.1	98/41.7	35/14.9
Q. Request information from parents on their children's talents, interests, or needs	10/4.3	43/18.3	85/36.2	91/38.7
R. Serve on a PTA/PTO or other school committee	42/17.9	73/31.1	89/37.9	26/11.1

Note: The first number is the frequency; the second is the percent.

APPENDIX G
DATA RELATED TO HOW HIGH SCHOOL TEACHERS INVOLVE PARENTS

Table 25: How High School Teachers Currently Involve Parents

	Not Important	A Little Important	Pretty Important	Very Important
A. Have at least one conference with a parent of each of my students	3/3.2	20/21.3	39/41.5	30/31.9
B. Include students in conferences with parents	6/6.4	25/26.6	34/36.2	29/30.9
C. Attend evening meetings and performances of my students at school	4/4.3	19/20.2	52/55.3	18/19.1
D. Contact parents when their teen has problems or failures	1/1.1	3/3.2	36/38.3	54/57.4
E. Inform parents when their teen does something well or improves	1/1.1	6/6.4	37/39.4	49/52.1
F. Involve parents as volunteers	11/11.7	27/28.7	37/39.4	17/18.1
G. Inform parents of the skills required to pass my class	1/1.1	20/21.3	40/42.6	32/34.0
H. Inform parents how students earn report card grades in my class	0/0	15/16.0	42/44.7	36/38.3
I. Provide ideas to help parents talk with their teen about what they learn in my class	6/6.4	29/30.9	36/38.3	20/21.3
J. Provide specific activities that parents can do to help students improve their grades	5/5.3	32/34.0	34/36.2	21/22.3
K. Assign homework that requires students to talk with someone at home	9/9.6	30/31.9	40/42.6	12/12.8
L. Work with other teachers to develop parent involvement activities and materials	11/11.7	32/34.0	33/35.1	17/18.1
M. Work on school policy committees with parents	10/10.6	22/23.4	43/45.7	18/19.1
N. Request information from parents about their teen's talents, interests, or needs	6/6.4	33/35.1	33/35.1	21/22.3
O. Work with businesses for volunteers, donations, or other resources to improve programs for my students	6/6.4	21/22.3	47/50.0	19/20.2

Note: The first number is the frequency; the second is the percent.

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Table 26: How High School Teachers Contact Families

	N/A	0%	5%	10%	25%	50%	75%	90%	ALL
A. Letter or memo	5/5.3	12/12.8	11/11.7	13/13.8	13/13.8	11/11.7	6/6.4	9/9.6	12/12.8
B. Telephone	3/3.2	5/5.3	28/29.8	15/16.0	19/20.2	13/13.8	5/5.3	1/1.1	3/3.2
C. Meeting at school	1/1.1	4/4.3	19/20.2	15/16.0	23/24.5	12/12.8	8/8.5	6/6.4	4/4.3
D. Scheduled parent-teacher conference	11/11.7	4/4.3	13/13.8	12/12.8	16/17.0	13/13.8	8/8.5	6/6.4	8/8.5
E. Home visit	18/19.1	56/59.6	9/9.6	4/4.3	0/0	1/1.1	1/1.1	1/1.1	0/0
F. Meeting in the community	10/10.6	14/14.9	15/16.0	15/16.0	16/17.0	11/11.7	5/5.3	1/1.1	4/4.3
G. Report card pick-up	26/27.7	34/36.2	4/4.3	1/1.1	5/5.3	4/4.3	1/1.1	8/8.5	7/7.4
H. Performances, sports or other events	2/2.1	6/6.4	17/18.1	7/7.4	19/20.2	17/18.1	12/12.8	6/6.4	7/7.4

Note: The first number is the frequency; the second is the percent.

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APPENDIX H
DATA ON HOW PRINCIPALS INVOLVE PARENTS

Table 27: How Elementary/Middle School Principals Contact Parents

	N/A	0%	5%	10%	25%	50%	75%	90%	ALL
A. Letter or memo	1/1.8	0/0	5/8.9	1/1.8	6/10.7	4/7.1	4/7.1	4/7.1	31/55.4
B. Telephone	0/0	0/0	6/10.7	9/16.1	15/26.8	15/26.8	3/5.4	4/7.1	4/7.1
C. Meeting at school	0/0	0/0	8/14.8	7/12.5	14/25.0	11/19.6	5/8.9	6/10.7	4/7.1
D. Scheduled parent-teacher conference	1/1.8	1/1.8	5/8.9	3/5.4	12/21.4	3/5.4	2/3.6	14/25.0	12/21.4
E. Home visit	1/1.8	22/39.3	26/46.4	7/12.5	0/0	0/0	0/0	0/0	0/0
F. Meeting in the community	3/5.4	6/10.7	14/25.0	12/21.4	10/17.9	4/7.1	1/1.8	3/5.4	2/3.6
G. Report card pick-up	14/25.0	12/21.4	5/8.9	5/8.9	5/8.9	2/3.6	2/3.6	3/5.4	6/10.7
H. Performances, sports, or other events	1/1.8	0/0	7/12.5	4/7.1	9/16.1	9/16.1	9/16.1	12/21.4	4/7.1

Note: The first number is the frequency; the second is the percent.

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Table 28: How Parents are Involved as Classroom Volunteers-Elementary/Middle School Principals

A. We do use classroom volunteers	53/94.6
B. Listen to children read aloud	43/76.8
C. Read to the children	43/76.8
D. Grade papers	18/32.1
E. Tutor children in specific skills	36/64.3
F. Help on trips or at parties	51/91.1
G. Give talks	46/82.1
H. Other ways	11/19.6

Note: The first number is the frequency; the second is the percent.

Table 29: How Parents are Involved as School Volunteers-Elementary/Middle School Principals

A. Are used in the school now	50/89.3
B. Monitor halls, cafeteria, or other areas	11/19.6
C. Work in the library, computer lab, or other area	32/57.1
D. Teach mini-courses	24/42.9
E. Teach enrichment or other lessons	26/46.4
F. Lead clubs or activities	30/53.6
G. Check attendance	1/1.8
H. Work in "parent room"	10/17.9
I. Other ways	13/23.2

Note: The first number is the frequency; the second is the percent.

Table 30: How High School Principals Contact Parents

	N/A	0%	5%	10%	25%	50%	75%	90%	ALL
A. Letter or memo	0/0	0/0	1/3.2	6/19.4	3/9.7	5/16.1	1/3.2	5/16.1	7/22.6
B. Telephone	0/0	0/0	0/0	5/16.1	6/19.4	8/25.8	6/19.4	3/9.7	0/0
C. Meeting at school	0/0	1/3.2	1/3.2	3/9.7	8/25.8	7/22.6	4/12.9	2/6.5	1/3.2
D. Scheduled parent-teacher conference	0/0	0/0	2/6.5	3/9.7	4/12.9	10/32.3	6/19.4	2/6.5	1/3.2
E. Home visit	1/3.2	9/29.0	10/32.3	4/12.9	1/3.2	0/0	1/3.2	0/0	0/0
F. Meeting in the community	1/3.2	3/9.7	5/16.1	5/16.1	6/19.4	0/0	3/9.7	1/3.2	1/3.2
G. Report card pick-up	3/9.7	3/9.7	4/12.9	2/6.5	2/6.5	3/9.7	5/16.1	1/3.2	2/6.5
H. Performances, sports, or other events	0/0	0/0	0/0	1/3.2	6/19.4	8/25.8	6/19.4	5/16.1	2/6.5

Note: The first number is the frequency; the second is the percent.

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APPENDIX I
DATA ON HOW TEACHERS WOULD LIKE PARENTS TO BE INVOLVED

Table 31: What Elementary/Middle School Teachers Would Like Schools to Do to Involve Parents

	Not Important	Needs to be Developed	Needs to be Improved	Strong Program
A. Workshops for parents to build skills in parenting and understanding their children at each grade level	9/3.8	146/62.1	68/28.9	8/3.4
B. Workshops for parents on creating home conditions for learning	12/5.1	179/76.2	39/16.6	3/1.3
C. Communications from the school to the home that all families can understand and use	1/.4	28/11.9	126/53.6	78/33.2
D. Communications about report cards so that parents understand students' progress and needs	2/.9	29/12.3	110/46.8	91/38.7
E. Parent-teacher conferences with all families	4/1.7	5/2.1	68/28.9	157/66.8
F. Surveying parents each year for their ideas about the school	17/7.2	102/43.4	83/35.3	31/132
G. Volunteers in classrooms to assist teachers and students	18/7.7	66/28.1	112/47.7	36/15.3
H. Volunteers to help in other (non-classroom) parts of the school	12/5.1	89/37.9	107/45.5	23/9.8
I. Information on how to monitor homework	8/3.4	133/56.6	80/34.0	8/3.4
J. Information for parents on how to help their children with specific skills and subjects	5/2.1	140/59.6	82/34.9	6/2.6
K. Involvement by families in PTA/PTO leadership, other committees or other decision-making roles	12/5.1	78/33.2	115/48.9	25/10.6
L. Programs for after-school activities, recreation and homework help	24/10.2	117/49.8	73/31.1	18/7.7

Note: The first number is the frequency; the second is the percent.

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Table 32: How Elementary/Middle School Teachers Would Like Parents to Be Involved

	Not Important	A Little Important	Pretty Important	Very Important
A. Send children to school ready to learn	1/.4	2/.9	23/9.8	207/88.1
B. Teach children to behave well	1/.4	1/.4	28/11.9	203/86.4
C. Set up a quiet place and time for studying at home	2/.9	3/1.3	42/17.9	186/79.1
D. Encourage children to volunteer in class	3/1.3	29/12.3	96/40.9	105/44.7
E. Know what children are expected to learn each year	1/.4	12/5.1	88/37.4	132/56.2
F. Check daily that homework is done	2/.9	18/7.7	78/33.2	132/56.2
G. Talk to children about what they are learning in school	0/0	3/1.3	45/19.1	185/78.7
H. Ask teachers for specific ideas on how to help their children at home with classwork	0/0	8/3.4	94/40.0	131/55.7
I. Talk to teachers about problems the children are facing at home	0/0	10/4.3	80/34.0	143/60.9
J. Attend PTA/PTO meetings	9/3.8	66/28.1	108/46.0	48/20.4
K. Serve as a volunteer in the school or classroom	16/6.8	85/36.2	98/41.7	34/14.5
L. Attend assemblies and other special events at the school	5/2.1	30/12.8	103/43.8	95/40.4
M. Take children to special places or events in the community	2/.9	16/6.8	117/49.8	98/41.7
N. Talk to children about the importance of school	1/.4	4/1.7	23/9.8	205/87.2

Note: The first number is the frequency; the second is the percent.

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Table 33: What High School Teachers Would Like Schools to Do to Involve Parents

	Not Important	Needs To Be Developed	Needs To Be Improved	Strong Program
A. Information to parents on parenting skills and adolescent development	14/14.9	56/59.6	19/20.2	4/43
B. Surveys of parents each year on their ideas about school	10/10.6	56/59.6	25/26.6	2/2.1
C. Communications from the school to the home that all families can understand and use	2/2.1	19/20.2	53/56.4	18/19.1
D. Communications about report cards so that parents understand their teen's progress and needs	3/3.2	8/8.5	48/51.1	34/36.2
E. Parent-teacher conferences with all families	9/9.6	23/24.5	41/43.6	19/20.2
F. Parent and other volunteers at the school	9.96	44/46.8	33/35.1	6/6.4
G. Information to assist parents to monitor their teen's homework	4/4.3	56/59.6	25/26.6	8/8.5
H. Information to assist parents to talk with their teen about classwork, skills, and subjects	4.43	69/73.4	17/18.1	3/3.2
I. Homework for students that requires them to talk with someone at home about their class work	8/8.5	52/55.3	32/34.0	1/1.1
J. Information to parents on how to help their teen plan for education or employment beyond high school	3/3.2	36/38.3	42/44.7	11/11.7
K. Participation by families in PTA/PTO, other committees, and decision-making roles	14/14.9	42/44.7	32/34.0	4/4.3
L. Committees involving parents to review the high school curriculum	18/19.1	41/43.6	21/22.3	13/13.8
M. Committees involving parents to review school policies	17/18.1	37/39.4	27/28.7	12/12.8
N. Business and community partnerships to enrich school programs	3/3.2	43/45.7	33/35.1	13/13.8

Note: The first number is the frequency; the second is the percent.

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Table 34: How High School Teachers Would Like Parents to Be Involved

	Not Important	A Little Important	Pretty Important	Very Important
A. Set up a quiet place and time for studying at home	0/0	7/7.4	18/19.1	69/73.4
B. Know what their teen is expected to learn each year	1/1.1	7/7.4	35/37.2	51/54.3
C. Check regularly that homework is done	1/1.1	8/8.5	31/33.0	53/56.4
D. Talk with their teen at home about what they are learning in class	1/1.1	2/2.1	39/41.5	52/55.3
E. Encourage teen to participate in class	1/1.1	3/3.2	31/33.0	59/62.8
F. Ask teachers for specific ideas on how to talk with their teen about homework	3/3.2	21/22.3	47/50.0	23/24.5
G. Talk to teachers about problems their teen is facing home	2/2.1	16/17.0	42/44.7	34/36.2
H. Attend assemblies and other special events at the school	5/5.3	13/13.8	33/35.1	43/45.7
I. Talk to their teen about the importance of school	1/1.1	3/3.2	18/19.1	72/72.6
J. Monitor their teen's progress and needs in each subject	1/1.1	5/5.3	37/39.4	50/53.2
K. Help their teen balance homework, home, chores, and outside activities	0/0	3/3.2	26/27.7	65/69.1
L. Volunteer to help the school	6/6.4	40/42.6	35/37.2	13/13.8
M. Join a parent organization or school committee	5/5.3	30/31.9	46/48.9	13/13.8
N. Encourage their teen to participate in community activities	1/1.1	14/14.9	44/46.8	35/37.2
O. Help their teen plan for future work or schooling	2/2.1	2/2.1	26/27.2	64/68.1

Note: The first number is the frequency; the second is the percent.

APPENDIX J
DATA ON HOW PRINCIPALS WOULD LIKE PARENTS TO BE INVOLVED

Table 35: What Elementary/Middle School Principals Would Like Schools to Do to Involve Parents

	Not Important	Needs To Be Developed	Needs To Be Improved	Strong Program
A. Workshops for parents to build skills in parenting and understanding their children at each grade level	2/3.6	24/42.9	28/50.0	2/3.6
B. Workshops for parents on creating home conditions for learning	2/3.6	36/64.3	16/28.6	2/3.6
C. Communications from the school to the home that all families can understand and use	0/0	6/10.7	26/46.4	24/42.9
D. Communications about report cards so that parents understand students' progress and needs	0/0	2/3.6	31/55.4	23/41.1
E. Parent-teacher conferences with all families	0/0	1/1.8	12/21.4	43/76.8
F. Surveying parents each year for their ideas about the school	2/3.6	31/55.4	20/35.7	3/5.4
G. Volunteers in classrooms to assist teachers and students	3/5.4	15/26.8	26/46.4	12/21.4
H. Volunteers to help in other (non-classroom) parts of the school	6/10.7	13/23.2	29/51.8	8/14.3
I. Information on how to monitor homework	2/3.6	31/55.4	20/35.7	3/5.4
J. Information for parents on how to help their children with specific skills and subjects	1/1.8	33/58.9	20/35.7	2/3.6
K. Involvement by families in PTA/PTO leadership, other committees, or other decision-making roles	4/7.1	14/25.0	33/58.9	5/8.9
L. Programs for after-school activities, recreation and homework help	6/10.7	24/42.9	17/30.4	9/16.1

Note: The first number is the frequency; the second is the percent.

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Table 36: How Elementary/Middle School Principals Would Like Parents to Be Involved

	Not Important	A Little Important	Pretty Important	Very Important
A. Send children to school ready to learn	0/0	1/1.8	5/8.9	50/89.3
B. Teach children to behave well	0/0	0/0	4/7.1	52/92.9
C. Set up a quiet place and time for studying at home	0/0	1/1.8	8/14.3	47/83.9
D. Encourage children to volunteer in class	0/0	3/5.4	24/42.9	29/51.8
E. Know what children are expected to learn each year	0/0	2/3.6	19/33.9	35/62.5
F. Check daily that homework is done	0/0	2/3.6	17/30.4	37/66.1
G. Talk to children about what they are learning in school	0/0	0/0	10/17.9	46/82.1
H. Ask teachers for specific ideas on how to help their children at home with classwork	0/0	4/7.1	16/28.6	36/64.3
I. Talk to teachers about problems the children are facing at home	0/0	5/8.9	13/23.2	38/67.9
J. Attend PTA/PTO meetings	5/8.9	8/14.3	28/50.0	13/23.2
K. Serve as a volunteer in the school or classroom	1/1.8	14/25.0	27/48.2	14/25.0
L. Attend assemblies and other special events at the school	1/1.8	9/16.1	25/44.6	21/37.5
M. Take children to special places or events in the community	0/0	3/5.4	25/44.6	28/50.0
N. Talk to children about the importance of school	0/0	2/3.6	6/10.7	48/85.7

Note: The first number is the frequency; the second is the percent.

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Table 37: What High School Principals Would Like Schools to Do to Involve Parents

	Not Important	Needs To Be Developed	Needs To Be Improved	Strong Program
A. Information to parents on parenting skills and adolescent development	2/6.5	18/58.1	10/32.3	0/0
B. Surveys of parents each year on their ideas about the school	2/6.5	19/61.3	8/25.8	1/3.2
C. Communications from the school to the home that all families can understand and use	0/0	5/16.1	17/54.8	9/29.0
D. Communications about report cards so that parents understand their teen's progress and needs	0/0	2/6.5	14/45.2	15/48.4
E. Parent-teacher conferences with all families	0/0	4/12.9	12/38.7	15/48.4
F. Parent and other volunteers at school	2/6.5	16/51.6	10/32.3	2/6.5
G. Information to assist parents to monitor their teen's homework	1/3.2	19/61.3	10/32.3	1/3.2
H. Information to assist parents to talk with their teen about class work, skills, and subjects	0/0	21/67.7	9/29.0	0/0
I. Homework for students that requires them to talk with someone at home about their class work	1/3.2	19/61.3	10/32.3	0/0
J. Information to parents on how to help their teen plan for education or employment beyond high school	0/0	8/25.8	16/51.6	7/22.6
K. Participation by families in PTA/PTO, other committees, and decision making roles	2/6.5	19/61.3	8/25.8	2/6.5
L. Committees involving parents to review the high school curriculum	2/6.5	9/29.0	18/58.1	2/6.5
M. Committees involving parents to review school policies	0/0	12/38.7	16/51.6	3/9.7
N. Business and community partnerships to enrich school programs	1/3.2	9/29.0	20/64.5	1/3.2

Note: The first number is the frequency; the second is the percent.

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Table 38: How High School Principals Would Like Parents to Be Involved

	Not Important	A Little Important	Pretty Important	Very Important
A. Set up a quiet place and time for studying at home	0/0	1/3.2	11/35.5	18/58.1
B. Know what their teen is expected to learn each year	0/0	1/3.2	12/38.7	17/54.8
C. Check regularly that homework is done	0/0	2/6.5	14/45.2	15/48.4
D. Talk with their teen at home about what they are learning in class	0/0	0/0	13/41.9	18/58.1
E. Encourage teen to participate in class	0/0	1/3.2	11/35.5	19/61.3
F. Ask teachers for specific ideas on how to talk with their teen about homework	1/3.2	1/3.2	21/67.7	7/22.6
G. Talk to teachers about problems their teen is facing at home	0/0	2/6.5	21/67.7	7/22.6
H. Attend assemblies and other special events at the school	0/0	4/12.9	15/48.4	12/38.7
I. Talk to their teen about the importance of school	0/0	0/0	7/22.6	24/77.4
J. Monitor their teen's progress and needs in each subject	0/0	1/3.2	13/41.9	17/54.8
K. Help their teen balance homework, home chores, and outside activities	0/0	0/0	10/32.3	21/67.7
L. Volunteer to help the school	0/0	10/32.3	17/54.8	3/9.7
M. Join a parent organization or school committee	0/0	10/32.3	18/58.1	2/6.5
N. Encourage their teen to participate in community activities	0/0	2/6.5	22/71.0	6/19.4
O. Help their teen plan for future work or schooling	0/0	0/0	11/35.5	20/64.5

Note: The first number is the frequency; the second is the percent.

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